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ABSTRACT

This document contains the teacher's guide and learner workbook for instructional units designed to provide practical knowledge and skills to help women who are reentering school fulfill their multiple roles. Titles of the instructional units are: What Tomorrow Will Bring; We're All in This Together; Who's Minding the Children? (Infants and Preschoolers); Who's Minding the Children? (School-Age Youngsters); Doing More Around the House in Less Time; Managing Alone; and Getting What You Want and Need. The teacher's guide includes on optional unit, The Safety Net. For each unit, the teacher's guide includes a set of objectives, suggested time allowance, a list of materials needed, a list of references and resource materials, and instructions for teaching the lessons. In addition to giving advice about the management of multiple roles, the workbook asks learners to do various activities (such as react to case studies; set career, education, and family management goals; and use evaluative checklists to monitor their own behavior) designed to make that management advice concrete and to personalize it for the learner. The learner's workbook lists 21 references. (CML)

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JUGGLING LESSONS

A Curriculum for Women Who Go to School, Work, and Care for Their Families

INSTRUCTOR'S GUIDE

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The curriculum had its origins in an article on the history of housework that Bonnie Becker, Title IX Coordinator, Fairfax County Schools, sent to one of the authors. Her sharing led to an exciting and popular workshop which led to the idea of **Juggling Lessons**. We deeply appreciate her kind gesture.

Finally, we thank those other individuals who assisted in the planning, drafting, and/or final production of **Juggling Lessons**: Robby Champion and Linda Shevitz, Maryland State Department of Education, and Frances Kolb, Claire Jones, and Janet Angelis, The NETWORK, Inc.

JSK
ACF

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Introduction

Juggling Lessons was designed for use by women with multiple roles and responsibilities who are reentering school. Most commonly, the reentry student is a parent, spouse, or employee and quite often all three.

Our needs assessment and research findings indicate that the reentry student's success does not happen by chance. In most cases, this individual has given intentional thought and focus to integrating her educational and career goals into her daily life. What is true for many of us in today's society is true for the reentry student: the greater the sense of balance between the important roles in her life, the greater the feelings of satisfaction and personal achievement.

Developing a rhythm and balance is what **Juggling Lessons** is all about. We see these units as providing practical knowledge and skills to help the reentry student become a "good juggler." She has already had some "on the job training" as a juggler and brings to this new educational experience unique talents, experiences, and abilities.

With this thought in mind, our intent is for you to assess the needs of the group and determine what unit(s) should be covered at what intervals. Each unit was designed to stand alone or in conjunction with the other units. Moreover, you can use a portion rather than the entire unit. The format for the "Instructor's Guide" provides you with:

- a set of objectives for each unit
- suggested time allowance
- materials needed
- a list of references and resource materials
- special instructions for teaching the lessons

Because your students may include 13-year-old teen parents, 60-year-old reentry women, and many ages and circumstances between, you'll need to select the units and activities based on a wide range of individual needs. You can sometimes bridge age and experience gaps by having the older, more experienced women work with those who are younger and less experienced. Recognize that the older women may need support in areas not included in this curriculum: developing confidence in being on their own or surviving the empty-nest syndrome.

Juggling Lessons is not an endpoint, but rather a beginning. The transfer of skills and techniques covered in these units will not be an overnight process. In some cases, students will need to examine attitudes and behaviors that are vested in age-old traditions. You can help your students get the most out of **Juggling Lessons** by doing the following:

1. Discuss their expectations before beginning each unit. Make sure you've selected the portions of each unit that will help students meet their expectations. Review the objectives for those sections with your students.
2. Assist students in carrying out suggested activities such as selecting a partner and starting a discussion. Make sure that students

understand terms such as "brainstorm" and "role play."

3. Stimulate conversation and keep the flow of dialogue going during discussions.
4. Develop thought-provoking questions, and give relevant open-ended statements for students to respond to.
5. Share some experiences of your own during discussions. Your struggles can help students see that managing multiple roles is a basic life skill that most adults have to develop.
6. Be supportive and patient; let your students know you're willing to listen.
7. Encourage mutual support among students. Students can often support one another in ways that you cannot.
8. Recognize students' competencies and celebrate their successes.

You'll note that the student's workbook has seven units, and your instructor's guide has eight. Your unit eight, "The Safety Net," is designed for you to use with students who are considering dropping out of school. You'll need to decide when to suggest this unit. That's why it's in your guide and not the student's workbook. Only certain students will need it, and we wanted to keep the student materials as positive and upbeat as possible. Also, there are no tests in this curriculum. Students will learn the material that is useful to them.

This curriculum was developed for students enrolled in education and training programs for teen parents, single heads of households, and reentry women. Given the focus of these programs, most of these students are women. Although the authors did not want to exclude men, the reality of today's society is that women far more often than men are the jugglers. The challenges facing men regarding home and family life are so different as to require a separate curriculum.

All effective curriculum materials produce instructor as well as student learnings. We hope that **Juggling Lessons** helps you manage your multiple roles better, too. We are dealing with a basic adult survival skill of life in the 20th and 21st centuries.

Joyce S. Kaser
Alethea C. Frazier

Unit 1
What Tomorrow Will Bring

Objectives
By completing the activities of this unit students will have the opportunity to:

1. *Compare and contrast their current lives with the lives they want to have*
2. *Set some goals that will give them direction in three areas: career or job, education, and family management*
3. *Develop energy and motivation to work toward achieving their goals*
4. *Develop skills in creative visualization as a goal setting and motivating technique*

Suggested Time
Two-three hours

Materials Needed

1. Music and cassette player (or pre-recorded tape of visualizations with background music)
2. Guided visualizations

Reference Materials for the Instructor

1. Shakti Gawain, Creative Visualization (New York: Bantam Books, Inc., 1978).
2. Adelaide Bry, Visualization: Directing the Movies of Your Mind (New York: Harper and Row, Publishers, 1978).

Special Instructions
The following sections correspond to those in the student workbook.

A. What Direction Are You Looking?

Here are some suggested answers to the questions about Jessica and Sharon *(page I-1)*:

1. Jessica seems to be living from day to day without any overall plan for what she wants to do with her life. She seems to be reacting to events rather than being proactive. Her chances for success are limited as long as she continues to function in this manner.
2. Sharon has made some plans for herself and her family based on a realistic assessment of her and her husband's skills, abilities, and interests. She wants to go to college, and she's already saving money so that she can do so.
3. Sharon and Michael are sacrificing a number of things now so that their life will be better later. Those include time together, recreation, leisure time activities, sleep, and probably some material possessions such as clothes, stereo equipment, or a later model car.
4. The two vignettes do not tell us why Jessica has three children and Sharon, one. However, we can make a guess. Has Jessica been

using birth control regularly? She seems to have been surprised by this latest pregnancy. That may be an indication that the pregnancy was unplanned. On the other hand, Sharon and Michael have no plans for another child in the near future.

Having several children at an early age severely limits completing one's education. Teens with limited education have few job options, and their earnings are likely to be low. A teenage mother's income is only about half that of a woman who delays childbearing.* Although no method of birth control is 100 percent effective, planning a family rather than just letting one happen results in greater control. Opportunities for getting an education and starting in a productive career are much better.

B. Imagining Your Future

If you have not taught goal setting or creative visualization before, you may be hesitant to teach this unit. Perhaps you're thinking about skipping to another unit in the curriculum. Please resist that urge. **This is the most important unit in the entire curriculum.** It provides both direction and motivation for the units that follow. There are some things that you can do to feel more comfortable leading students through the activities. Chances are that if you read through the student workbook and these special instructions, you'll be fine. Also, you may record the visualizations on audio tape to play back to the class if that's easier for you.

Here is some specific information on guided visualization for you to share with your students. Guided visualization (or imaging) is a technique to help people create what they want in their lives through using their imaginations. There is nothing new or strange about creative visualization. We all use our imaginations in hundreds of ways every single day. What is different about the technique is that here we're helping students focus their imaginations in a more deliberate, conscious way.

Through this guided visualization, students use their imaginations to create images of what they want in their lives in relation to career or job, education, and family management. The purpose of the exercise is to help students clarify what is important to them and to be energized by this vision so that it becomes motivating. By generating a picture or specific ideas, students can set goals easier and be motivated to achieve them.

Before beginning the exercise, explain to students what a guided visualization is and why you are using this technique. Since probably most of them have never experienced a guided visualization, you may need to provide the following assurances:

1. *"No one is attempting to brainwash you or control your minds or behavior. I'm only attempting to help you focus more clearly."*
2. *"It's safe to close your eyes. No one will touch or disturb you in this process. The purpose of closing your eyes is to help you keep your imagination focused."*
3. *"Being relaxed helps you focus, too. You won't have to shift your position, and your energy and ideas can flow more smoothly and*

*Alan Guttmacher Institute, Teenage Pregnancy: The Problem That Hasn't Gone Away (New York: Alan Guttmacher Institute, 1981).

rapidly. One way to begin to relax is to find a comfortable spot and then take ten deep breaths."

4. *"Some people actually see mental pictures. Others don't actually see mental pictures but do think about the topic. Either way is perfectly fine."*

If you've not led guided visualizations before, you might want to practice reading them before conducting the activity with your class. Also, using music will help the students relax and focus their thoughts. The music you choose should be instrumental rather than vocal and be supportive of the activity. Many New Age musical selections are appropriate. Some examples include "Autumn," "December," or "Winter into Spring" by George Winston; "Past Light" by William Ackerman; or "Out of Silence" by Yanni. Read slowly, pausing between sentences to allow students time to formulate pictures in their minds. The entire process should take about 20 minutes for each of the three visualizations. Students should write down their goals after each visualization.

Visualization #1 – Your Ideal Job or Career

"Find yourself a comfortable position and relax. Once you settle in, close your eyes. Closing your eyes will allow you to more clearly use your imagination. No one will disturb you during this activity nor force you to have certain kinds of thoughts or feelings. Whatever comes into your mind is entirely up to you.

"In this first activity I want you to think about the kinds of work you would most enjoy doing. Picture in your mind going to work. What time do you leave for work? How are you dressed? Do you have on dress clothes, a uniform, or clothes for outdoor work? Where do you go to work? Are you in an office building, a factory, small business, outside? How do you get to work? Are you on public transportation, driving, or walking? Do you go by yourself, or are there other people that you meet? What do you do once you get to work? Are there other people there, or are you by yourself? What kind of tools, equipment, or materials do you use? What kinds of tasks do you do during the day?

"Do you come into contact with other people? How often do you see your boss during the course of a day? Think about one challenging task that you might be asked to do? What would that be? How would you make sure that you were successful? Picture your boss telling you that you have done a good job. How do you feel about working at this job? Are you happy and excited as you go through your day? Is there anything about the job that scares you or makes you apprehensive? Is there any danger involved? What do you need to feel safe in your work environment?

"Think about how you are paid for this job. Do you get a paycheck once a month or every week? How much do you receive? What other satisfactions or rewards do you get from your job in addition to the pay? How do you feel at the end of the day? Are you leaving with the sense that you've put in a good day's work and that you enjoyed it? What time do you leave work? How do you get home? What do you do when you arrive? When you go to bed, what are your feelings about getting up and going to work the next day? Once you have a clear idea of your ideal work day, open your eyes and focus your attention back to the group."

Visualization #2 – Your Ideal Day at School

"Find yourself a comfortable position and relax. Close your eyes and for a moment think only of relaxing, putting aside all thoughts of home, family, and work. Think about returning to school to earn your high school diploma or to acquire further training. Picture yourself in the type of program that will lead you to the job you envisioned in the previous activity. What time do you come to school? Where is your school, and how do you get there? Does a bus pick you up; do you take public transportation; does someone drop you off? How do you feel when you walk into the building? Are there friends there to say hello or to walk with you?

"What does your day look like? Do you attend both academic classes along with your training, or do you have one or the other only? Think about the class you like most. What is the subject matter taught? Who is the teacher? What types of things do you do in this class? What kinds of materials do you use? Think about talking to your friends at lunch. What kinds of discussions do you have? Are your friends involved in your program or different programs?

"Imagine that you win the student-of-the-year award for your program. Think about an end-of-year assembly at which you receive this award. What are your major accomplishments that led to your winning this award? What kind of award do you receive: a plaque, a scholarship, money, a certificate? How do you feel? How do members of your family feel about your winning this award? Are they there to watch you receive it?

"Move now to the end of a school day. What time does your day at school end? What's your last class? Where do you go when school is over? Do you stay there for a while, head home, or go to work? How long does it take you to complete this program? When is graduation? How will you feel when you successfully complete this program? Imagine yourself walking across a stage to pick up a diploma or certificate. How will you feel? Who will be there to celebrate with you? Once you finish, how will you look back on your days in school? Once you've had a chance to imagine yourself graduating, open your eyes and focus your attention back on the group."

Visualization #3 - Family Management and Support

"Find yourself a comfortable position, relax, and close your eyes. This activity focuses on your personal life, especially how you manage your family and home responsibilities. Think about the ideal situation at home that allows you to go to school and perhaps even work. Picture the people at home: any children that you may have, a spouse or boyfriend, a parent or grandparent, or any brothers and sisters. Who are those people at home while you are off to school or working? Picture them saying goodbye as you leave. What kinds of things will they be doing in your absence?

"Who is caring for your child or children? Think about how comfortable you feel with that person in charge. You don't worry for a second about your child's safety or well-being. While you're gone, who makes sure that there is food for the evening meal? Who does the laundry? Cleans the house? Imagine feeling very comfortable when you leave, knowing that everything will be well taken care of in your absence. Think of yourself calling home in the middle of the day. Who

answers the telephone? What does that person say to let you know that all is well?

"Now picture yourself coming home at the end of school or after you've finished working. Do you need to make any stops or do you go directly home? Who's there when you walk in the door? What do they say that is helpful and supportive as you walk in the door?

"Who fixes dinner and what is the dinnertime conversation about? And after dinner, who cleans up? See yourself and perhaps someone else playing with the children or helping them with their homework. Who gets them into bed and says goodnight? And finally, what do you do in the evening: talk to family members, watch television, do some homework yourself, go out for a while?

"What's the last thing you do before you go to bed? How do you feel toward family and friends who support and help your going to school or working? When you've completed your picture of supportive friends and family, open your eyes and focus your attention back on the group."

After each visualization, students should write one or two goals in the space provided *(page I-3)*. These should be positive statements of present conditions. Here are some good and bad examples:

Effective Goal Statement	**Ineffective Goal Statement**
I am a highly paid legal secretary.	*I will be a highly paid legal secretary.*
I have just graduated from Milton dental hygienist training program.	*I want to complete the dental hygienist training program.*
My family supports my returning to school by...	*My husband doesn't hassle me any more about returning to school.*

Make sure that the statements are written in present tense and stated positively. Assure the students that they aren't lying. Instead, they're taking a first step in creating the kind of life that they want for themselves.

You may need to help the students start the get-acquainted activity described in their workbook (*page I-4*). The purpose of this activity is to have students feel successful so that they become more motivated to achieve their goals. They select two goals from their list, pretend they have achieved those goals, and introduce themselves to their classmates. What they are likely to discover is that each time they introduce themselves, they feel more comfortable and confident. This serves as a motivating factor to help students successfully pursue their goals.

The follow-up activity of behaving outside of class as if they have achieved their goals is very reinforcing. Be sure to assign this and have students report back in a few days.

C. Scheduling Your Future Now

Make sure that students have written down a few very specific actions that they can do each day to help achieve their goals *(pages I-5 and I-6)*. As you go through the other units, refer back to this one by:

1. Asking students if they have a vision of what they want for themselves.
2. Encouraging them to have specific goals and some daily tasks to help them meet these goals.
3. Emphasizing that their chances for success are greater if they pretend that they have achieved their goal even if they haven't.
4. Suggesting that they review their goals as they go through this curriculum and revise them, if necessary.

Unit 2
We're All In This Together

Objectives
By completing the activities of this unit students will have the opportunity to:

1. *Identify and model effective communication skills*
2. *Distinguish between verbal and nonverbal communication and recognize the strength of the nonverbal channel*
3. *Recognize four basic communication styles*
4. *Learn the rules for effective feedback*
5. *Develop skills in giving and receiving positive and negative feedback*

Suggested Time
Three-four hours

Materials Needed
Tape recorder (optional)

Reference Materials for the Instructor

1. Thomas Gordon, P.E.T. – Parent Effectiveness Training (New York: New American Library, 1975).
2. Roger Fisher and William Ury, Getting to Yes. Negotiating Agreement Without Giving In (New York: Penguin Books, Ltd., 1987).
3. Charlotte Whitney, Win-Win Negotiations for Couples: A Personal Guide to Joint Decision Making (Gloucester, Mass.: Para Research, 1986).

Special Instructions
The following sections correspond to those in the student workbook.

A. Why Is Communicating So Hard Sometimes?

Begin the first exercise with a discussion about effective and ineffective communication. Be prepared to give a personal example for Situation #1 and Situation #2 to stimulate the conversation.

Understanding the importance of nonverbal communication, especially mixed messages, is a key point in this unit. You may start by having students demonstrate nonverbal behaviors that communicate the following:

- *"You did a great job!"*
- *"I'm not interested."*
- *"I have no idea what you're talking about."*
- *"Go get the dog and bring him in here immediately."*

After the students understand common nonverbal behaviors, have them demonstrate these mixed messages:

- *"I did pay the electric bill on time."* (Person's voice is just a little shaky.)
- *"Sure, it's all right for you to leave Keisha here this evening."* (Tone of voice is flat.)
- *"I'll give you a big hug just to show you how much I care about you."* (Person gives a quick hug; keeps distance even when hugging.)
- *"No, I'm not anxious about David being sick."* (Person is pacing back and forth and chain smoking.)

B. Communication Styles

Be sure that all students understand what a role play is before you begin this activity. Here they will be acting out the thoughts and feelings of a character, either Morris or Cassandra. Some helpful ground rules to follow for this role play are:

1. Begin with at least one volunteer to play the role of either Morris or Cassandra.
2. Offer to participate in the first role play with the volunteer.
3. Give specific instructions to the observers (the rest of the class).
4. Critique the role play with the students for the content – not the acting.

Another way to conduct this role play is to have the students break into groups of three. One student will play Cassandra, one will be Morris, and the other will observe. Keep the role play short (about three minutes). After they have discussed the experience, give the observer a chance to role play by switching assignments within the small groups. At this point, they can practice another communication style. Also, you can add questions to those in the workbook. In concluding, stress that assertive communication is the most effective style. It is more likely to get the students what they want and need.

C. Other Strategies for Improving Communication

Spend some time on the scenario that begins this section. Many women who are reentering school create a situation similar to the one described. The result is that family members will do less around the house instead of more.

Here is a second example of a situation in which identifying the underlying message is very important. Use this if the students need more practice.

> *Evelyn has assigned her two teenagers several tasks around the house. When 14-year-old Melissa does not do a satisfactory job, Evelyn shows her what should have been done and provides necessary guidance and supervision. However, when 16-year-old David does not complete one of his tasks satisfactorily, Evelyn finishes it herself and does not say anything to him.*

What different messages is Evelyn communicating to her daughter and son? How will these messages possibly affect Melissa and David in their adult lives?

The exercise on giving positive feedback should be used only when the group has developed some level of trust and mutual respect. If you detect numerous hostilities within the class, don't plunge into this activity. If there are a few students who don't get along, avoid grouping them together. Make sure that the students are clear on giving positive feedback in this activity. An alternative activity for this segment of the unit is a discussion in which students are asked to give examples of positive feedback that they have heard.

Summary Activity

To summarize and provide an additional opportunity for students to assess their communication effectiveness, tape the students' conversations during the role plays and play them back during class. They can get a very different perspective by just listening to themselves.

Unit 3
Who's Minding The Children?
(Infants and Preschoolers)

Objectives
By completing the activities of this unit, students will have the opportunity to:
1. *Identify several common child care arrangements*
2. *Explore child care considerations that reflect their individual needs*
3. *Formulate a checklist of questions for a potential child care provider*
4. *Develop skills to observe a child care facility for basic quality of child care*
5. *Develop skills to feel comfortable in leaving their child*

Suggested Time
Two hours minimum. Additional time is required if students visit and evaluate a child care facility or if you invite speakers to your class.

Materials Needed
Additional copies of the "Child Care Checklist" *(page III-3)* if students visit a child care facility

Reference Materials for the Instructor
1. Stevanne Auerbach, Choosing Child Care: A Guide for Parents (New York: E. F. Dutton, 1981).
2. Bryna Siegel-Gorelick, The Working Parents' Guide to Child Care (Boston: Littlejohn, 1983).

Additional Sources of Information
1. Children's Bureau
   U.S. Department of Labor
   Office of the Secretary
   Washington, D.C. 20210
   (202) 523-6666
2. National Black Child Development Institute
   1463 Rhode Island Avenue, N.W.
   Washington, D.C. 20005
   (202) 387-1281
   The institute produces a newsletter, resource information, and research studies related to the Black child.
3. National Association for the Education of the Young Child
   1834 Connecticut Avenue, N.W.
   Washington, D.C. 20008
   (202) 232-8777
   This association provides information and pamphlets such as "Some Ways of Distinguishing a Good School or Center for Young Children" at minimal cost.

Special Instructions

Child care arrangements are frequently a source of frustration for a reentry student. Encourage your students to take the time and the necessary steps outlined in the unit when they are selecting child care. For many, this may be the first time that they have used a systematic approach to finding child care. Reinforce the notion that they will be better students by investing time and energy in finding an arrangement they feel comfortable with.

If your students are not especially aware of the range of child care options that are available to them, assist them in coming up with a list. An additional class assignment might be evaluating a local child care facility using the "Child Care Checklist." You can also invite a child psychologist to speak to your students regarding child care. Your students with older children can serve as helpful resources. Finally, since adequate child care is one of the biggest factors in reentry women's successful completion of education programs, you may need to help your students with child care problems as they arise.

Unit 4
Who's Minding The Children?
(School-Age Youngsters)

Objectives
By completing the activities of this unit, students will have the opportunity to:

1. *Understand why so many children are often left at home before and after school*
2. *Explore their feelings about leaving school age children home alone*
3. *Better understand the fears of children at different ages and how these are exacerbated by being alone*
4. *Explore how to supervise children from a distance*

Suggested Time
Two-three hours. Additional time is needed if you bring in speakers such as a child psychologist.

Materials Needed
Information about local survival skills training for children and hot lines set up for children home alone

Reference Materials for the Instructor

1. Stephen H. Glenn and Jane Nelsen, Raising Self-Reliant Children in a Self-Indulgent World (Rocklin, Calif.: Prima Publishing and Communications, 1988).
2. Thomas and Lynette Long, The Handbook for Latch Key Children and Their Parents (New York: Arbor House, 1983).

Additional Sources of Information:
National Commission for Citizens in Education (NCCE)
Parents Network
10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044
(800) NETWORK
In Maryland, (301) 997-9300
This organization distributes a bimonthly newsletter and provides information on a variety of issues related to parenting.

Special Instructions
The following sections correspond to those in the student workbook.

A. Why Are There So Many Latchkey Children?

Here are major discussion points that should emerge from "Venetra's Dilemma" *(page IV-2)*:

1. Venetra has selected an option consistent with her goal of supporting a family. If she goes on ADC, that action would be inconsistent with her goal.
2. Most individuals prefer working to receiving ADC, just like Venetra. Her life would be different if she were to quit work and go on ADC. Make sure the students discuss what some of these differences would be.
3. Venetra's child care problem could be partly solved by having the boys escorted home. Discuss who could do that for her. Also, a cordless telephone at work could help her. How could she get one?
4. One should make decisions in terms of what's consistent with one's goal – not on the basis of solving a problem. Quickly solving a problem is often a short-term solution that may actually deter one from achieving goals.

B. What Happens When Children Are Left Alone?

Here are discussion points for the latchkey children story, "Jannine and Josh Learn An Important Lesson" *(page IV-4)*:

1. Whether alone or supervised, children can and do have accidents; and the likelihood of an accident occurring is heightened when children are on their own. Parents can only reduce the chances of an accident occurring; they can't prevent an accident.
2. All children left alone need to be taught what to do in case of emergencies – fire, bad weather, power failure, illness, or break-in. Moreover, they need to practice those skills so they are more likely to respond appropriately.
3. A five year old is very young to be on her own as this incident illustrates. What other options could Malcolm and Alicia consider?
4. If Malcolm and Alicia decide to continue leaving their children alone after school, they may have to do that gradually. Right now the children may be too scared to be alone for any length of time.

In the discussion on fears, help the students get in touch with fears that they had as children and how those fears were intensified if they were left alone. One basic understanding is that many fears, by their very nature, are not rational. Even though the likelihood of someone breaking into the house and kidnapping a child is remote, that reality does not necessarily alleviate a child's fear. Stress the developmental nature of fears, too, especially the fact that an older child can be more afraid of actually being alone in the house than a younger one even though the older child is probably more equipped to take care of himself or herself.

Review these guidelines with the students before they write their rules for latchkey children.

1. Older children should nurture and care for younger children left at home; they should not discipline them.

2. As the parent, you should make as many decisions beforehand to reduce the number of decisions that the children have to make. By reducing the decisions, you reduce the opportunities for problems developing.
3. Set up a schedule of chores to be done before you get home. (setting the table, folding clothes, etc.)
4. The way to reduce sibling conflict when you're not there is to minimize interaction. Have fighting children stay in separate rooms until they can stop fighting or until you get home.
5. Be firm about safety rules. For example, no use of the range or other appliances.
6. Don't make rules that you can't enforce. For example, no television until homework is done.
7. Leave healthy snacks that are readily accessible.
8. Inform your children that they should not tell callers that they are home alone, nor should they let strangers into the house. Any repair persons should be admitted only with the parent's permission, and appointments should be set up in advance.
9. A child who feels loved handles self-care much better than one who feels unloved, neglected, or abused. Make sure that your children know that they are loved and valued.
10. If you are constantly late getting home, don't return your children's phone calls promptly, or are too tired to talk or play with them in the evening, the children will believe that you don't care about them.
11. The upper limit of the time that you should leave children alone is about three hours, and the minimum age is eight years.
12. About one in five children simply cannot handle self-care. If your child is one of those youngsters, you will have to find another option.
13. As the parent, you should feel comfortable with whatever you decide upon. If you're not, your children will sense your discomfort; and that may increase their own apprehension.
14. Since you are away from your children, you will need to spend quality time with them. This will be at the expense of your sleep, leisure time, or homecare, but it is essential if your children's self-care is to work for you.

Many cities and towns now provide basic survival skills training for latchkey children. Also, some set up hot lines that children can call if they are scared, need help with homework, need guidance in handling a situation, or have an emergency. Check in your area to see what's available and have that information ready for this unit.

Finally, your students may want to explore alternatives to leaving their children at home. They might want to start a child care cooperative or lobby for the school district to provide before and after school programs.

Unit 5
Doing More Around the House in Less Time

Objectives
By completing the activities of this unit, students will have the opportunity to:

1. *Determine how home and family responsibilities are being done now and how they can be done more equitably and efficiently*
2. *Understand how sex role stereotyping affects who does what around the house*
3. *Understand why household tasks consume as much time now as they did in the early part of the century*
4. *Explore different options for reducing time spent on home and family tasks*
5. *Recognize that home and family management is a learned activity and that some approaches are more effective and efficient than others*
6. *Explore how to make more effective use of time through planning and organizing*
7. *Identify specific strategies for saving time and energy*
8. *Review strategies to get males to do more home and family tasks*

Suggested Time
Five hours

Materials Needed
No additional materials needed

Reference Materials for the Instructor

1. Ruth Schwartz Cowan, "Less Work for Mother?" American Heritage, Sept./Oct. 1987, 68-76.
2. Don Aslett, Is There Life After Housework? (Cincinnati: Writer's Digest Books, 1985).
3. Don Aslett, Who Says It's a Woman's Job to Clean? (Cincinnati: Writer's Digest Books, 1986).
   (There are also other titles in this series. They include Do I Dust or Vacuum First? Make Your House Do the Housework and Clutter's Last Stand.)
4. Stephanie Culp, How to Get Organized When You Don't Have the Time (Cincinnati: Writer's Digest Books, 1986).

Special Instructions
The following sections correspond to those in the student workbook.

A. Who Does What in Your House?

Encourage the students to make changes in the listing of home and family tasks *(pages V-1 and V-14)* so that it fits their family. If there are no infants or toddlers, delete "changing diapers." If there's an aging parent, add, for example, "Taking Grandpa to doctor's." Students should make these changes on both sheets – the one at the beginning of the unit and the one at the end.

B. Increasing Your CAQ (Cleaning Awareness Quotient)

If at all possible, read the Cowan article "Less Work for Mother?" in preparation for this activity on housework. Here are some possible answers to the questions, but the Cowan article gives you a much fuller explanation.

1. For centuries laundry has been done by hand, often on stones in the river. Prior to the wringer washer, a scrub board and tub were used. Even relatively poor families had laundresses who used the scrub board and tub. Commercial laundries opened in this country as early as the 1860s, and throughout the rest of the 19th and early 20th centuries were used by rich and poor families.
2. The early wringer washers consisted of wooden or metal tubs along with some kind of hand crank mechanism or (later) a motor that would move the laundry when soap and water were added. Each piece had to go through the wringer from wash to rinse in preparation for hanging the laundry up on a line (inside or out) to dry.
3. Most laundry is done now with fully automatic washers and dryers either at home or in laundromats. Outside of dry cleaners that will wash and iron men's shirts, there are few commercial establishments that do laundry for families.
4. The actual physical labor required to do laundry (heating the water, filling the tubs, etc.) was so great that laundry was done all in one day. That day was often on a Monday, hence the term "Blue Monday." Unless you use a laundromat, it's often easier to do a couple of loads each day rather than doing all the wash at one time.
5. Washing clothes was so difficult and time consuming that only those items that absolutely had to be washed were actually laundered. Men's shirts used to have detachable collars and cuffs which were washed by hand. Before fitted sheets, homemakers often moved the top sheet to the bottom and washed only one sheet and the pillow case when changing a bed. Many more items were dry cleaned than are sent to the cleaners now.
6. Synthetic no-iron fabrics are much easier to launder. Since wash-and-wear items have become commonplace, our volume of laundry has increased ten-fold. Items to be dry cleaned have declined significantly.
7. Although laundry is much easier, we're washing many more items. Therefore, the amount of time spent on laundry is not that much less than it was earlier in the century.

C. Lowering Standards

Depending on the socioeconomic level of your students, this alternative may be inappropriate. If students are living in shelters or substandard housing or have severely restricted incomes, lowering standards is not an option available to them. Know your students well before using this section.

D. Becoming More Efficient in Your Use of Time

The strategies for saving time and energy are virtually endless as evidenced by the many books on time management as well as Heloise's newspaper column and articles in women's magazines. You may want to review one or two reference books to find some ideas that would be especially helpful to your students.

Here are some suggestions for helping "Disorganized Delta" *(page V-11)* organize her day more effectively and efficiently.

1. Had Delta *planned her day* she would have remembered to take little Darryl to her mother's rather than to the sitter's. Also, she might have remembered the homework she had left at home.
2. Delta should *delegate some of her responsibilities*. She can still wave "bye-bye" to little Darryl as her husband takes him out the door.
3. Delta needs to *set aside time for herself*, in this case, adequate study time. She also needs to reward herself with that hot bath or other brief indulgence.
4. Delta needs to *build in some transition time* between school and home. Little Darryl may be reacting to his mother's frustration about school and the tense atmosphere at home.
5. Delta needs *to ask for help* when she needs it. Her husband can help with dinner or play with his son while Delta cooks. She could also prepare meals ahead and freeze them for busy evenings.

These are only some possible suggestions. Your students will undoubtedly have more.

E. Strategies for Getting Your Man To Do More Around the House

Women sometimes report having difficulty getting their husbands or boyfriends to do more around the house. The basic communications strategies outlined in Unit 2 represent the best approach. However, here are some additional strategies that can support your students' efforts. You may want to spend some time discussing them.

As an additional activity, have a panel of spouses or boyfriends discuss how they support their partners. If that's not possible, set up a panel of women who have succeeded in getting the support of husbands and boyfriends. Testimonials from those who "have done it" are very motivating for students.

Unit 6
Managing Alone

Objectives
By completing the activities of this unit, students will have the opportunity to:
1. *Gain confidence in their ability to manage as single parents*
2. *Develop decision-making strategies*
3. *Identify support persons in their lives*
4. *Strengthen and broaden their family unit*
5. *Develop a higher level of self-sufficiency in their children*
6. *Identify resources in the community to assist them*

Suggested Time
Four hours

Materials Needed
1. The telephone directory's yellow pages
2. Directories from schools, state and local governments, and other groups describing their services and resources

Reference Materials for the Instructor
1. Kathleen McCoy, Solo Parenting: An Essential Guide...How to Find the Balance between Parenthood and Personhood (New York: New American Library, 1987).
2. Persia Woolley, Creative Survival for Single Mothers (Millbrae, Calif.: Celestial Arts, 1975).
3. "Kurt Lewin's Force-Field Analysis," J. William Pfeiffer and John E. Jones (eds.), The Annual Series, 1972 (San Diego: University Associates, 1972).

Additional Sources of Information
1. Parents Without Partners
   7910 Woodmont Avenue
   Washington, D.C. 20014
   (202) 638-1320
   Parents Without Partners and its local chapters provide resources, activities, and support groups that deal with the needs of single parents.
2. D.C. Department of Human Services
   Office of Public Information
   801 N. Capitol Street, N.E.
   Washington, D.C. 20008
   (202) 724-5466
   This governmental agency publishes a comprehensive directory of services provided by the department.

Special Instructions

Although this unit was designed specifically for women who are single heads of households, all of the activities can be completed by the students whether they are single or not.

The following correspond to those in the student workbook.

A. Being a Single Parent: Myth vs. Reality

No additional instruction.

B. Making Decisions with Confidence

The force field analysis is a decision-making process of identifying and addressing driving forces and restraining forces that are present when facing a decision. Start with a challenge or decision point that you're facing, list the advantages and disadvantages, weigh each side carefully, and then decide whether to move ahead. This approach can best be explained to your students by example. There's one in the student workbook *(page VI-2)*; here's another if you need it.

SAMPLE DECISION-MAKING GUIDE

My challenge is:
Whether or not I should let my 13-year-old son ride the bus to school

Advantages:
- I can go directly to school or work without having to take him to school.
- He will learn how to travel on public transportation.
- He will learn independence.

Disadvantages:
- He may get lost.
- He may get involved in some kind of trouble.
- The bus costs $1.50 per day.

My decision is: To let him try the bus for one week.

My first step is: To take him on a trial run on Saturday.

Be sure that your students understand the process before they do the force field analysis. Walk around the classroom to assist them. If they are having problems completing the exercise, ask for a volunteer to present her challenge to the group and work through the process as a total group. Then the students should be able to do their own.

C. Building a System of Personal Support

Before asking your students to draw their support circle, you may want to diagram your own and share it with them. You'll emphasize that building a system of support is something that every adult needs to do, especially those who are working, going to school, and managing a family. As the students are drawing their personal support systems, circulate to help those needing some assistance. Encourage the students to include both family members and friends.

D. Strengthening and Broadening Your Family Unit

Have the telephone directory's yellow pages and any other local community resource directories available for your students to use. If they have difficulty identifying resources, have them work in groups based on geographical location. Then they can help each other find resources in their own neighborhood.

E. Developing Self-Sufficiency in Your Children

Introduce the concept of self-sufficiency for children by having your students recall a childhood experience that made them feel independent. Have them identify any general words of encouragement and/or discouragement they may recall hearing. Relate this information to the content of the lesson to reinforce the strategies for developing self-sufficiency. The remaining activities in this portion of the unit can be completed individually or as large or small group exercises.

F. Taking Time for Yourself

In completing the activities in this unit, stress the importance of students taking time for themselves. You can suggest that they write down ten things that they just absolutely love to do and then do at least one of those for 30 minutes each day. In fact, periodically you might ask your students what they did for themselves the day before just to reinforce the importance of looking after themselves as well as their families.

G. Putting Together a Survival Kit

The purpose of this kit is to have information handy that will give students a reference point when they are under stress. Encourage them to add to their own survival kit as they see fit.

Unit 7
Getting What You Want and Need

Objectives
By completing the activities of this unit, students will have the opportunity to:

1. *Develop an understanding of networking to get what they want and need*
2. *Identify ways in which networking can be used to help them juggle home and school*
3. *Practice establishing and being a part of a network*
4. *Broaden their understanding of how to work with agencies and organizations to get what they want and need*

Suggested Time
Three hours. Additional time will be necessary if you invite outside speakers in to talk with your students.

Materials Needed

1. The telephone directory's yellow pages
2. Copy of school district's "Handbook for Parents" or "Guide to Services" as well as directories from other organizations that describe their services and resources

References Materials and Resources for the Instructor

1. Displaced Homemakers Network
   1411 K Street
   Suite 930
   Washington, D.C. 20005
   (202) 628-6767
   The Displaced Homemakers Network is a referral service that has a directory of over 1000 programs for displaced homemakers. The organization will direct a woman to a program in her area that will help her in entering the job market.
2. NINETOFIVE
   National Association of Working Women
   1224 Huron Road
   Cleveland, OH 44115
   (216) 566-9308
   NINETOFIVE is a membership organization that provides all types of job counseling for problems or issues ranging from maternity leave, pensions, and office safety, to negotiating a salary increase. The group publishes a "Survival Guide" for working women, holds national meetings and workshops on issues facing working women, and sponsors a "hotline" that provides emergency counseling. Anyone can call to request information or advice. However, the ongoing newsletter and

Continued next page

other publications are available to members only.
HOTLINE # 1-800-245-9to5 (2:00 - 5:00 p.m., EDT)

3. Networking Institute
   P.O. Box 66
   West Newton, MA 02165
   (617) 965-3340
   The institute publishes 2 books, Women's Issues: The First Report and Directory and Networking: People Connecting with People. Staff members promote networking on all levels – local to international.
4. Terry Frith, Secrets Parents Should Know About Public Schools (New York: Simon and Schuster, 1985).

Special Instructions

The following sections correspond to those in the student workbook.

Most of your students will have used networking before even though they may not have used that term or networked consciously. One of the major purposes of this unit is to help students be more proactive in using networking to get what they want and need.

A. What Is Networking?

Students will need to identify some networks that they see around them. If they have difficulty in doing so, have a few examples ready for illustration. You may also want to recall how you have used networking to get what you want and need and share those examples with the students.

B. Using Networking To Be a Successful Student

You may need to assist students in setting up a network. If they can't find a need that they all share, you may want to assist. One option is to form two smaller networks if individuals have different needs. You may want to have students use the telephone directory's yellow pages and other resource directories to help them in setting up their network. Check periodically to see how well students are working their network. Once it fulfills its function, help students acknowledge one another's contributions and dissolve the network.

C. Getting What You Want and Need from Agencies

Introduce this lesson by explaining that all adults have to learn how to work successfully with various agencies or organizations. Ask students for examples of such groups that they've had to contact. Possibilities include utility companies, schools, clinics, police, or bureau of motor vehicles. Define these groups in their broadest context rather than in terms of only social service agencies.

Here are the guidelines that Lucretia violated in her visit to East Hill Elementary School *(page VII-6)*:

1. Not knowing what she wanted from the school (e.g., her son to be tested, special tutoring, conference with the teacher, etc.)
2. Not making an appointment, therefore wasting her time and inconveniencing the principal
3. Taking a child to an adult meeting, or not having something to keep the child occupied
4. Not calling the school to follow up when the principal did not get back to her

You may want to guide students through a visualization in which they imagine themselves having a pleasant and very successful contact with an agency. Here is one visualization that you can use:

Visualization

"Find yourself a comfortable position and relax. Settle in and when you are comfortable, close your eyes.

"In this activity I want you to think about making a contact with an agency or organization. That might be a child care center, the telephone company, a school, a housing office, a clinic – any place where you need to make a contact to get something you want and need. Think about what agency that would be for you and what you need from this place. Be very clear about what you want. In fact, in your mind complete the following sentence: When I leave, I will have.... Next think of yourself as going off to meet with your contact. You have made an appointment, and you are on time. You are dressed appropriately, and you have everything you need, especially any papers or official documents. You have left your children at home; or if that's not possible, you've brought something for them to do. Since you are well prepared, you are confident about your ability to get what you want and need.

"See yourself walking into the building and on to the office. When you walk in, a receptionist greets you and asks you to take a seat. She even asks if you would like a cup of coffee or a magazine, and you accept her offer. After three sips of coffee, your contact comes out to greet you. This person graciously extends a hand. You respond and go into the office and have a seat. Before you start talking, you take a deep breath and plant your feet firmly on the floor. Then you explain to your contact why you have come and what you want. You are clear and concise in your request, and you hand over the necessary paper work when asked. Your contact has to leave the office to check on something. While you are alone, you remain calm and comfortable, keeping in mind the image of your success in this contact. After a few minutes your contact returns and tells you that your request has been granted.

"You get up, thank your contact and leave the office. Imagine yourself walking out and going to the nearest telephone to share your good news. Think a moment about who you would call and what their reaction would be. Spend a moment acknowledging yourself for your good work. When you are finished, open your eyes and come back to the group."

Have one or two students share their experiences. If appropriate, have them compare previous real life experiences with their visualizations. Make sure that they can focus on how the experience felt as well as what it was like to achieve their goals. Suggest to them that they repeat this visualization themselves before actually visiting an agency. The more they can picture positive success, the more likely they are to achieve it.

An additional activity would be to have representatives from different agencies and organizations talk with your students about services available and how to most effectively use those services. Students may want to develop their own guidebook on local services and how to secure them. This booklet could be shared with students new to the program.

Unit 8
The Safety Net

Objectives
This unit is optional. It is designed for use with students who are considering dropping out of school. Therefore, you would use it with an individual student rather than with an entire group. That's why it is included in the "Instructor's Guide" rather than in the student workbook. As instructor, you determine whom to use this unit with and how to best help that student.

Through use of this unit, students will have the opportunity to:

1. *Realize that most of the problems they face in going to school, working, and caring for their families can be resolved*
2. *Identify alternative solutions to solving their problems*
3. *Exhaust all possible solutions before actually leaving school*
4. *Clarify whether dropping out will help or hinder them in meeting their goals*
5. *If dropping out seems to be their preferred option, develop a plan for what they will do once they leave school*
6. *Know that someone in the school is knowledgeable of their situation and interested in helping them*

Suggested Time
Two-three hours in counseling sessions over a period of time

Materials Needed
Duplicated worksheets for the student's use

Reference Materials for the Instructor
1. Raymond Wlodkowski, Enhancing Adult Motivation to Learn (San Francisco: Jossey-Bass, Inc., 1985).
2. William Scaggs and Curtis Ulmer, Guide to Adult Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972).

Special Instructions

Sometimes students become so frustrated or overwhelmed with all their responsibilities that they may want to drop out of school. If that's the case, you can use this unit to help them clarify if dropping out will help them achieve their goals. Also, you can help students identify the problem or problems that are leading them to leave the program. In attempting to clarify problems, be alert to "the problem isn't the problem" phenomenon. Often people are reluctant to say what the real problem is. For example, a young woman may want to leave the program because of pressure from her boyfriend rather than really not wanting to be a carpenter. You may need to use some skillful but respectful probing to help get at the real issue.

Once you get to the heart of the matter, then try to help the student explore alternative solutions. Also, encourage students to talk with others in their family, another counselor or teacher, a close

friend, their minister, classmates, and especially someone else who has experienced and resolved the problem that your potential dropout is facing. In fact, having her talk to other students who have worked through the problem may be the best strategy.

Make sure that the student has well thought out answers to the questions in "Before You Drop Out." Also, push for the student to talk to all of those individuals listed – not just one or two.

If the student still insists that she wants to drop out, you may want to try two more strategies. One is asking her to wait for a certain amount of time, maybe two weeks or so, just to make sure that this is what she wants to do. Then if nothing has changed, she can be surer that she has made the right decision. Another approach is to have the student develop a plan for what she will do if she leaves the program. This can have the effect of helping the student realize that her alternative might not be as helpful as she had thought. This approach is especially valuable for students who think that "the grass is greener" anywhere other than where they are at the moment.

Right now you may be thinking that it's impossible for you to stop every student from dropping out. That's right. There are some who are in the wrong program and belong elsewhere. There are others whose problems with alcohol or drugs are such that they cannot stay focused on any educational program. There are others with whom you simply may not be able to relate.

This final unit is an attempt to help students clarify if dropping out will actually aid them in meeting their goals and to explore solutions to their problems that they may not have considered. If they talk to all of the individuals listed in their workbook, they will have gained a variety of different perspectives that will give them additional information to consider. And they will also know that there is at least one teacher or counselor who knows what they are up against and wants to help them succeed. That in and of itself can keep some students in school.

Unit 8
The Safety Net

A. Let Me Out of Here!

Ever feel like dropping out? Calling it quits? That's a perfectly normal feeling. You may have it from time to time. If you feel that way for more than two or three days, this unit can help you. One of the most common reasons that adults drop out of school is because they feel overwhelmed by all that they have to deal with. Here are some of the problems that they (and you, too) may face:

- lack of adequate child care
- lack of support from family
- poor grades in school
- lack of part-time employment
- transportation difficulties
- not enough clothes
- sick children
- not enough money
- poor housing
- family problems
- lack of interest in your educational program
- problems related to drugs or alcohol
- not enough time to study
- leaving school-age children home alone
- missing too much school

Sounds depressing? How could anyone be successful in school if she has to deal with these problems? The reality is that most of these problems can be resolved – at least partly– if not totally. They can be solved if you can imagine them solved and if you want them to be solved.

B. Before You Drop Out

This unit is a safety net – to catch you if you're thinking about dropping out. It can stop you if dropping out is not in your best interests. But if dropping out is best for you, this unit can help put you down gently and ease you into your transition.

If you're thinking about dropping out, answer the following questions:

Fill It In . . . BEFORE YOU LEAVE SCHOOL

1. Is dropping out in line with your goals? Will it get you where you want to go? Yes ☐ No ☐
   Explain your answer.

   _____

   _____

   _____

Continued next page

Fill It In . . .
BEFORE YOU LEAVE SCHOOL (continued)

2. Have you clearly identified the problem(s) that is(are) causing you to consider dropping out? **Yes** ☐ **No** ☐
State problem(s).

_____

_____

_____

3. Have you tried more than one approach to solving your problem? **Yes** ☐ **No** ☐
List approaches and their results.

_____

_____

_____

4. Have you given yourself and your problem time? **Yes** ☐ **No** ☐
How much time?

_____

_____

(Sometimes problems need time to be solved. Don't try to rush when time is important. Expecting instant results may not be realistic on your part.)

5. Have you talked with:
- others in your family? **Yes** ☐ **No** ☐
- your counselor? **Yes** ☐ **No** ☐
- your teachers? **Yes** ☐ **No** ☐
- trusted friends? **Yes** ☐ **No** ☐
- your classmates? **Yes** ☐ **No** ☐
- someone who has experienced your same problem? **Yes** ☐ **No** ☐

In the space that follows, write down the names of the people you talked with and a short statement of what you learned from your conversation.

_____

_____

_____

_____

Once you have answered all these questions, meet with your counselor to discuss your decision. That individual can help you determine if dropping out is in your best interests. He or she can also help you resolve some of the problems that are keeping you from achieving what you set out to achieve.

Discuss . . .

If you still believe that dropping out is best for you after you have talked with all of the above people, do you have a plan? DEFINITELY DO NOT QUIT WITHOUT HAVING A PLAN ON WHAT TO DO NEXT! After you have worked out a plan, you may decide that staying in school is a better choice. If not, we hope that the information in **Juggling Lessons** will help you in whatever you choose to do.

JUGGLING LESSONS

A Curriculum for Women Who Go to School, Work, and Care for Their Families

STUDENT WORKBOOK

Joyce S. Kaser, Ed.D.
Alethea C. Frazier, M.Ed.

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Juggling Lessons can also be obtained from the Office of Sex Equity in Vocational Education, District of Columbia Public Schools, 415 12th Street, N.W., Washington, D.C. 20004, (202) 727-1037.

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Certificate of Completion

End Notes

Introduction

Going to school while working and managing a family is a challenging task. Some people think you have to be superwoman to be able to do so many things.

You don't have to have magical powers to successfully juggle your roles as student, worker, partner, and mother. You do need a clear sense of what you want for yourself. Set a goal for yourself, and each day do something to help reach your goal. This will help make you a super performer. Each day you will move closer to your goal, toward having what's most important for you.

Others may wonder why anybody would want to go to school, work, and manage a home all at the same time. Research studies show that women who juggle several roles are generally happier and healthier than those who choose only one role. They are more satisfied with their lives.

Some women may not have the option of having only one role. A single parent who wants to provide a better life for her children may have no choice.

Although playing several roles can be stressful, the benefits outweigh the costs. Working outside the home can give you a sense of competence and independence, new friendships, money, a broader view of the world, and a greater sense of community. The benefits you gain from working can also strengthen your relationship with your partner and your children.

You — more than any other person — control what happens to you from day to day. You are the one who decides what kind of life you want for yourself. That's far too important a decision to leave to someone else. You can make a difference. You are the difference.

Juggling Lessons can help you along the way.

Unit 1
What Tomorrow Will Bring

A. What Direction Are You Looking?

PORTRAITS OF JESSICA AND SHARON

What do you want your life to be like a year from now? Three years from now? Five years from now?

Do you ever ask yourself that question? If so, that's a very good sign. It's the first step in getting to where you want to go.

Here are portraits of two young women. Read each one. Who has a clearer idea of what she wants her life to be like?

Portrait #1:

My name is Jessica. I'm 22 years old and have two children with another on the way. I completed 11th grade before dropping out of school to have my first child. I wanted to go back to finish, but it was hard to go to school and take care of a baby at the same time. I was living at home with my mother. She worked and couldn't take care of my son for me.

Two years later I got pregnant again and married the baby's father. We had problems from the beginning. Frank didn't like my son Ricky because Ricky had a different father. When he drank, Frank would hit Ricky; but he was always real nice to his own daughter. I ended up leaving him and going back to my mother's. We split the kids. He took Melinda, and I brought Ricky back with me. When I left, I didn't know that I was pregnant again.

Right now my only source of income is ADC and what little my mother can provide. It's pretty crowded here with my younger brothers and sister. Sometimes I think I should go back with Frank. At least we had our own place, and Frank does have a steady job. My mother thinks I'm crazy for staying with any man who hits little kids. But I guess that's life.

Portrait #2:

My name is Sharon. I'm 19 years old and married to Michael who is also 19. We have a one-year-old daughter named Crystal. I'm completing my senior year in high school. I had to drop out for a semester while I was pregnant, but I'll finish soon.

Life is not easy for us right now. Each morning I get up at 5:30, get myself dressed, and get breakfast for Michael and Crystal. While I clean up, Michael gets Crystal dressed and ready to go to the babysitter's. We drop Crystal off at the sitter's, and Michael takes me on to school before going to his job at the canning factory. When school is out at 2:30, I take the bus to my job, working in a delicatessen. Michael picks up Crystal at 4:30 and cares for her in the evening. Sometimes they come to pick me up at 8:00; other times I take the bus home. I try to spend a little time with Crystal before she goes to bed. Later I finish my homework and talk to

Continued next page

Michael. Sometimes we watch a little TV. Sometimes I'm so tired that I just go to bed.

After I graduate, I want to study computers. Right now I'm taking word processing, and I'm getting straight As. I really like it. I think that it's very important that I have strong skills. Michael didn't finish high school; he isn't able to read well. Since his job opportunities will be limited, I most likely will be the major provider in our family.

Life isn't very much fun most of the time. I sometimes have to work on Saturday, and during peak periods Michael works seven days a week. At least we have enough money to have our own place and to pay the bills. We're even able to save a little for me to go on to our local community college after graduation. We have a dependable babysitter so I guess I shouldn't complain. It's just that sometimes we don't feel like much of a family. Any Sunday that the three of us have together is real special.

Now that you've read both stories, get together with two or three of your classmates and discuss the following questions:

Discuss . . .

1. How would you describe Jessica's approach to life? What are her chances for success?
2. How would you describe Sharon's approach to life? What do you think her chances for success are?
3. Sharon and Michael seem willing to forego some things that would make their life more pleasant for long-term benefits. What do they have to sacrifice now to have a better life in a few years?
4. What are some possible reasons why Jessica is about to have her third child while Sharon has just one? What effect do children have on a woman's ability to finish school and/or work?
5. Is your outlook on life more like Jessica's or Sharon's?

Your outlook on life is probably more like Sharon's, or you wouldn't have returned to school. There's no question that school makes your life more complicated. It's made Sharon's and Michael's far more complex. But just as they can look at the long-term benefits, we hope that you can see how finishing school will help you have the kind of life you want.

Sharon has some goals for herself and her family. You can, too. You can have goals, and you can achieve them. Setting and achieving goals is how students earn college scholarships, how athletes qualify for the Olympics, and how politicians get elected to Congress. Not all goals have to be such big ones. A goal could be passing an exam, postponing pregnancy, or getting your own apartment. The most important thing is to have goals and to do something each day that helps you achieve your goals.

B. Imagining Your Future

If you're trying to go to school, work, and manage your family at the same time, first you have to believe that you can do all these things. If you think you can't do it, most likely you won't. If you think you can, you're much more likely to succeed.

To start, think about what you want for yourself and what it would be like if you had it. Next, turn on the tape recorder to listen to an audio tape, or your instructor may read some material to you from the "Instructor's Guide." She or he will talk to you about some different kinds of goals and how they can help plan your life.

After you have finished listening to the tape or your instructor, write down one or two goals for each of the three areas: career or job, education, and family management. Write them as if they were true right now. For example, a good goal statement would be "I am a successful computer programmer" rather than "I will be a successful computer programmer."

Don't worry about writing in the present rather than in the future. What you're writing is not a lie. It is the first step in creating the kinds of changes you want in your life.

Write It Down . . .
MY GOALS

Career or Job Goal(s):

1. _____

2. _____

Education Goal(s):

1. _____

2. _____

Family Management Goal(s):

1. _____

2. _____

One way to achieve your goals is to pretend that you already have. For example, people who travel from one time zone to another often make the mistake of trying to stay on their home time schedule. They don't change their watches, and they think about what time it is at their home. No wonder their bodies are confused!

Seasoned travelers suggest a better way: reset your watch as soon as you leave home and pretend you're in the new time zone. When you reach your destination, you're much better prepared to move forward, physically and emotionally.

The same thing is true with other parts of your life. Pretending that you have reached your goals will help you achieve them sooner. This is not a magical process at all. By pretending, you are more motivated, more confident, and more likely to make decisions that will move you in the direction of your choice.

Look over your goals and select two from different categories. What would it be like if you had already achieved these goals? For example, if you were a licensed cosmetologist, where would you be working? What would be your specialty?

Activity . . .

In a few minutes your instructor will ask you to walk around the room, introducing yourself to your classmates. You will pretend that you are meeting them for the first time. Remember that you have already achieved at least two of your goals. Talk to the person you've met about yourself and what you do. After each of you has had a chance to speak briefly, move on to another person. Introduce yourself to at least three people.

Now spend a few moments discussing what that experience was like for you. Did you find it easier to talk about yourself as you moved from person to person? Most people report that at first it feels strange. But as they say the words over and over, they feel more confident, as though they actually have achieved their goals. Feeling that you have been successful actually makes you want to be successful. **Rule #1** for this unit is: *Think of yourself as well on your way to achieving your goals.*

Now select one or two of your goals and pretend for a week that you have achieved them. These can be the same goals you selected for the get-acquainted activity, or they can be different ones. At the end of the week, your instructor will ask you to tell the class what your thoughts and feelings were. Also be prepared to tell how other people responded to you.

C. Scheduling Your Future Now

Now that you have a clearer idea about your goals, what do you think a day in your life would be like? On the next page is a schedule for a 24-hour period. Fill in what you would like to be doing on a weekday. Where would you like to be? Who would you like to be with? What support would you have? Support could be a dependable babysitter, a spouse who provides strong emotional support, or a family member who fixes dinner each evening. Choose the support you would like most in the life you are planning. Fill in the times, starting with the hour when you begin your day.

Fill It In . . .
MY IDEAL DAY

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

Fill It In . . .
MY IDEAL DAY
(continued)

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

HOUR _____

ACTIVITY _____

LOCATION _____

PEOPLE INVOLVED _____

SUPPORTED BY _____

When you've completed your ideal day, share it with your classmates. What kinds of expectations do you have in common? What differences do you see? How does your ideal day differ from your typical day now?

You have listed some goals and planned what a day in your life would be like once you achieve these goals. Next you will identify some steps you can take each day — even today or tomorrow — that will help you create the life you want.

Remember that small actions over time can create a large reality. Think of water dripping into a bucket. You see the first few drops hit the bottom. When you return, the bucket is almost full. Or think about graduating from college by passing a specified number of courses, one at a time. To pass a course, you must successfully complete each assignment. To do that, you read, write, and attend class regularly. Soon you've passed one course, next ten courses, and then you've completed an entire program.

Fill It In . . .
WHAT I CAN DO TO HELP ACHIEVE MY GOALS

Look back over your goals and your ideal day. Think of three things you can do tomorrow, one for each category of goals, that will help you achieve these goals. Write those three items in the blanks that follow.

This is **Rule #2** for this unit: *Each day do three things that will help you achieve your goals.*

Here are some examples:

Career or Job Goal:
I am a cosmetologist working in a salon near my home.
Action: Today I will find three salons that are reasonably close to my house.

Education Goal:
I earned an A in algebra.
Action: Today I will spend an extra 45 minutes studying for my mid-term exam.

Family Management Goal:
Kevin and Andrea prepare dinner Monday through Friday.
Action: Today I will find five simple recipes that twelve year olds can fix.

Goal: _____

Action: _____

Goal: _____

Action: _____

Goal: _____

Action: _____

Rules for Unit 1

As you complete the other units in this curriculum, keep in mind the two rules in this first unit:

1. *As you work toward changing your life, imagine that you have some of the things you'd like. Thinking that things are possible and real will help make them happen.*
2. *Each day do three things that help you achieve your goals; one thing for your career or job goal(s), one for your education goal(s), and one for your family management goal(s).*

Unit 2
We're All In This Together

A. Why Is Communicating So Hard Sometimes?

How often have you had a conversation with someone and walked away feeling you were misunderstood? Or perhaps you felt you didn't understand what was said to you? Why is communication – something we do every single day of our lives – so difficult sometimes? Communication is a two-way process, an exchange of information. Being a good listener is just as important as being a good speaker.

Fill It In . . .
EXAMPLES OF SPEAKING AND LISTENING

1. Think of a time when you had to say what you felt, wanted, or needed. Write that situation below. Then explain to a classmate what happened. Do you think you did a good job of communicating? Why or why not?

   Situation #1

   _____

   _____

   _____

2. Now think about a time when you had to listen while someone else talked about how she felt or what he wanted. Write that situation below and explain to a classmate what happened. Do you think you did a good job of communicating? Why or why not?

   Situation #2

   _____

   _____

   _____

Most communication is a combination of verbal and nonverbal clues given by both the sender (the person talking) and the receiver (the person listening). Here's an example:

Your ride to work shows up 30 minutes late.

- Think of ways you could communicate nonverbally (through body posture, facial expression, eyes, mouth, hands) how angry you are. Although we are not always communicating through speech, we are always communicating nonverbally.
- Now think of what words you could say to convey your anger.

Nonverbal messages are very powerful. In fact, they can carry more than 65 percent of the meaning of messages you give and receive.[1] To test the power of nonverbal communication, let's take a look at mixed messages. In a mixed message there is a conflict between the nonverbal and the verbal communication. For example, you may say, "I'm happy to meet you," in a flat tone of voice while you're looking at someone who just walked into the room. The person you were introduced to will see that your disinterested nonverbal behavior says that you really aren't happy to meet him or her at all.

Discuss . . .

Think of some other mixed messages and share them with your group. Is the nonverbal message always the stronger one?

Why don't we understand one another better? In our day-to-day living, we often don't use certain basic skills that are necessary for clear communication. These rules are:

Rules for BASIC COMMUNICATION SKILLS

- *Own your feelings; use the word "I."*
- *State directly what you want and need.*
- *Name the feeling (happy, sad, annoyed, excited) th... you are experiencing.*
- *Stick to the present situation.*
- *Be clear and to the point.*

Fill It In . . . ANALYZING YOUR COMMUNICATION PATTERNS

To help you understand how good communication works, think about Situation #1 and answer these questions:

1. Did you use the word "I" in describing how you felt? For example, *"I feel..."* instead of *"You make me feel..."* **Yes** ☐ **No** ☐
2. Did you name the feelings? For example, *"feel angry"* or *"feel happy."* **Yes** ☐ **No** ☐
3. Did you relate your feelings to the present situation? **Yes** ☐ **No** ☐
4. Were you as specific and clear as you could be? **Yes** ☐ **No** ☐
5. Did you state what you wanted? **Yes** ☐ **No** ☐

Now look at Situation #2 and answer these questions:

1. Did the speaker use the skills of effective communication? **Yes** ☐ **No** ☐
2. If not, did you try to help the person by asking questions? For example, *"What do you want me to do?"* **Yes** ☐ **No** ☐

3. Did your nonverbal behavior show that you were interested and concerned? **Yes** ☐ **No** ☐

4. Did you acknowledge the speaker's feelings? For example, *"I can certainly understand why you would be upset."* **Yes** ☐ **No** ☐

If you answered yes to all of those questions, then you're probably communicating pretty well. If you didn't score so well, don't give up hope. Communication is a learned skill. Just as you have learned to communicate one way, you can also "retrain" yourself and learn new ways of communicating.

You begin to develop ways of communicating with people when you are an infant. You learn to express what you think and feel and what your needs are. Think about how you communicate. How did you develop this style of expressing your thoughts and feelings? You will see that many factors, some positive and some negative, have influenced you.

Perhaps, when you were young, you discovered that someone would pick you up and give you what you wanted when you cried. Eventually manipulating others with your tears became a behavior pattern as you grew up. Now, however, this pattern is not effective among adults and you want to change. Taking responsibility for your feelings, thoughts, and actions is the first step in learning to change the way you communicate.

B. Communication Styles

People communicate their thoughts, feelings, and needs in four common behavior styles:

Assertive
Communicates own feelings without denying feelings of others. States feelings and suggests action as a result of another's behavior. Uses "I" statements.

Passive
Willing to go along with the group. Self is not important. Not willing to express feelings because others might not like it.

Passive-Aggressive
Not willing to openly attack others. Prefers to use "loaded" statements that suggest going along with things but resentment and bitterness are present.

Aggressive
Openly attacks others. Willing to sacrifice feelings of others. Points the finger – uses "you" statements.

To get a better understanding of how these communication styles work, let's look at how all four react to the same situation:

CASSANDRA MAKES DINNER

It's 6 p.m. Cassandra has just put the finishing touches on a delicious dinner. Her husband Morris comes in and announces that he'd love a pepperoni pizza for dinner.

Cassandra's response:

Assertive:	*"I feel tired and hurt that you didn't notice my delicious meal. I want us to stay home and enjoy it."*
Aggressive:	*"You jerk! Can't you see I've worked hard on this meal!"*
Passive:	*"Whatever you think, dear..."*
Passive-Aggressive:	*"Oh, I understand honey. Hurting a person's feelings is something you do best!"*

Discuss . . .

Which response do you think best communicates Cassandra's thoughts, feelings, and needs? Why? As a group discuss your responses.

Assertive communication lets you express your feelings and say what you want and need. When two people communicate this way, there is more likely to be cooperation between them instead of competition. Morris is much more likely to see Cassandra's point of view and "put himself in her place" when he clearly knows how she feels. Assertive communication is most likely to get you what you want and need.

To demonstrate the effect of different communication styles, role play with a partner. Pretend you are Cassandra approaching Morris in a passive-aggressive style. Really put yourself into the situation for about three minutes. Afterward, analyze your conversation. What happened as the role play developed? Did you and your partner get closer to understanding one another's needs and feelings? Why or why not?

You probably noticed that your communication became competitive: who could hurt whom or who had the last word. When your communication is reduced to blaming the other person, showing resentment, and being dishonest about your feelings, you cloud your vision and are unable to resolve many conflicts.

Now role play again. This time take an assertive approach. What happened in your conversation? Do you feel you and your partner were able to communicate more effectively?

Here's another situation.

LEANNA TRIES TO KEEP HER SON ON A SCHEDULE

Leeanna has tried very hard to keep her three-year-old son on a regular schedule. This has been especially difficult because her work hours change, and she's had to take him to different sitters. To make life more regular, she asked her sister Tasheka to stay with Jewrel during the day and the evening while she works. Soon she notices that there's something wrong; Tasheka is not following the eating, sleeping, and playing routine that Leeanna has set up.

Fill It In . . .

Here are four ways Leeanna might respond to her sister. Can you label the responses as *passive-aggressive*, *passive*, *assertive*, or *aggressive*?

Leeanna's response:	*Which style is it?*
"I've tried very hard to set up a schedule for Jewrel. I'm angry to find out that you haven't been following it. Jewrel's been tired and grumpy, and that's interfered with my study time."	_____
"You are totally incompetent. I can't depend on you for anything. A twelve year old could do a better job than you've done. Can't you read a simple schedule?"	_____
Leeanna says nothing to Tasheka. She's afraid that Tasheka will quit if she states her concern.	_____
Leeanna says nothing to Tasheka but doesn't acknowledge her birthday. Tasheka has no idea why she received neither a card nor a present from her sister.	_____

Which of the four communication patterns best describes your style? That of other adults in your family? (You need not share your answers to these questions with others unless you choose to do so.) If your style is not an assertive one, you may want to practice your skills in being direct and stating what you want and need. You can help others in your family do the same.

Each of us is a unique person with different needs. When we cannot meet or satisfy those needs, there is a conflict. Ordinary conflict becomes unhealthy when we cannot say what we think or feel. Holding your feelings and needs inside or blaming others for the conflict slows down communication. When you can share your feelings, listen to others, and exchange ideas, you have laid the groundwork for negotiating a solution to your conflict.

C. Other Strategies for Improving Communication

Here are a couple of other strategies that will help you communicate more effectively:

Identifying the Underlying Message

As you juggle the responsibilities of home and school and sometimes work, communicating effectively will help you to get what you want and need from others. Because you have added a new ball to your juggling act, you may feel guilty about how your school work affects your family. Guilt doesn't have to be expressed in words. It can be communicated in other ways.

Here's how it can happen:

> *You have spent the last two weeks teaching your eight-year-old son how to wash, dry, and put away the dishes. You have an exam tomorrow, so you've been in the library. It's 8 p.m. by the time you arrive home, and Jesse is still doing the dishes. You sigh, take the towel from him and say, "I know you're trying to do a good job, honey. I'm sorry class keeps me out so late. Here, I'll finish up."*

Fill It In . . .

What did you communicate to your son about his performance, about your school work, and about what he can expect from you? As a group, write a response to Jesse that would make that communication more positive and less guilt-ridden.

_____

_____

_____

Giving and Receiving Positive and Negative Feedback

Another strategy for improving communication is to give and receive feedback. Positive feedback can help us focus on the good qualities a person brings to a relationship. It also helps the individual feel better about himself or herself. Negative feedback focuses on the detrimental or unpleasant things a person brings to a relationship. It can help people see themselves as others see them.

For example, after a baseball game the winning pitcher might hear some positive feedback like this:

"Good game you pitched!"
"I liked the way you took your time and struck out #10!"
"You really concentrate on what you're doing!"

Or a losing pitcher might hear:

"Perhaps you tried to pitch too soon after your injury."
"I wondered if your heart was really out there on the mound tonight."
"You took too long of a wind up."

Here are some rules for giving and receiving positive feedback:

Giving Positive Feedback

RULES FOR POSITIVE FEEDBACK

1. *Be timely. Say it when the situation has just occurred.*
2. *Be specific. Relate it to the present situation.*

Receiving Positive Feedback

1. *Acknowledge and accept the praise. (Don't try to diminish what has just been said by saying, for example, "Oh well, I really didn't work all that hard.")*

Discuss . . .

Giving positive feedback is something we can do to improve our communication skills. Here's a chance to practice. Get into groups of four. Form a circle of chairs with one chair in the middle. Each member of the group will, in turn, sit in the middle of the circle while the other members give her positive feedback. Follow the rules of being specific and timely. Here are two examples:

"You always have such a big smile for me when I come in each morning."

"I like the way you think through your answers when the instructor calls on you in class."

You can also practice receiving positive feedback. Remember to acknowledge and accept the praise. Here are some rules for giving and receiving negative feedback.

Giving Negative Feedback

RULES FOR NEGATIVE FEEDBACK

1. *Be timely and time conscious at the same time. (Provide the feedback as close to the situation as possible, but also wait for an appropriate moment. You don't want to embarrass someone in a public situation or bring up a heavy issue just as you're going to bed.)*
2. *Be specific. Relate it to the present situation.*
3. *Have (or ask) permission. (It's courteous to ask permission to give negative feedback. For example, "I have some ideas about how you could get the clothes clean. Would you be willing to discuss those with me?" Or, "I was very upset after talking with you at work this afternoon, and I'd like to tell you why. Is this a good time?")*

Receiving Negative Feedback

1. *If the timing is bad, ask the person if you can talk to him or her another time. Set that time and follow through.*
2. *Try not to be defensive about your behavior or to play down the importance of another's feelings. (For example, "Oh, you're just being silly. I didn't upset your mother at all. I was just kidding her.")*
3. *If you've made a mistake, apologize. (For example, "I'm sorry I forgot to stop at the grocery.")*

4. *Tell the person what she or he can expect from you in the future. (For example, "If we can make a list, then I'll know to stop at the grocery on Tuesdays or Thursdays.")*

Discuss . . .

PRACTICE ROLE PLAYS

To practice giving and receiving negative feedback, select a partner for role play. Think of an example from your life, a time when you would like to give your spouse, partner, or older child some negative feedback. Here's an example:

Giving: *"I feel confused and disappointed when you don't wash the dishes for three days. I thought we agreed it would be your responsibility."*

Receiving: *"I'm sorry that you are upset with me. I thought you were doing dishes this week, and I was doing laundry and food shopping."*

Role play giving and receiving negative feedback at least once. If time allows, role play additional situations. The list below has some situations that can occur when you are working, going to school, and managing a family. You and your partner may want to use these to practice giving negative or positive feedback.

1. Your husband is regularly late in picking up your daughter from day care. Because of this you have been charged $35 in late fees this month. What do you say to him?
2. Each night for the past week your 12-year-old daughter has fixed dinner all by herself.
3. You've asked your teen-age son to clean up his room and to help his two younger brothers do the same. In the past six weeks he has done this once.
4. Your mother is wonderful in taking care of your first-grade twins after school. However, she lets them eat all kinds of snacks so that they're not hungry when you sit down to dinner.
5. Because of bad weather, you're late in picking up your baby from the day care center. When you arrive, the only person still there is the custodian who hands you your child. You don't like the idea of a custodian being in charge of children.
6. The moment you walk into the house after school, your children are after you to do this or that for them. You need 15 minutes to change your clothes and stretch out on the bed for a few minutes.
7. Your classmate borrowed one of your textbooks and hasn't returned it. You've reminded her nicely, but you're starting to get angry.

Fill It In . . .
SUMMARY ACTIVITY

What have you learned about communication from the activities in this unit?

_____

_____

_____

_____

_____

As a summary activity, think about someone you have trouble communicating with on a regular basis. Write a brief statement describing how you will improve communication between you and that person.

Name of Person: _____

I will improve communication by:

1. _____

2. _____

3. _____

Report back to the class in a week or two on how successful your attempts were to improve communication. Remember, communication is a two-way process. You may have to teach someone else some of the basic rules of effective communication. And you'll definitely want to teach them to your children!

Rules for Unit 2

1. *Use the word "I" and take responsibility for your own feelings.*
2. *State directly what you want and need.*
3. *Name whatever feelings you are experiencing.*
4. *Stick to the topic.*
5. *Be clear and to the point.*

Unit 3
Who's Minding The Children?
(Infants and Preschoolers)

A. Finding the Right Place

Child care outside of the home is quickly becoming commonplace in our society as more women join the work force. In 1987, 65 percent of all women with children under 18 years old worked outside the home. Over the past 20 years women with children under the age of three have entered the work force at a very rapid rate, going from 26 percent in 1970 to 53 percent in 1985; and the number is still rising[2]. The attitudes of society about women in the workplace are obviously changing, but this change has created a new dilemma for the women: Who's minding the children?

It's difficult for a parent to leave a young child in someone else's care. Since nurturing is still seen largely as a woman's role, mothers are often faced with the conflict of staying home or going to school and/or working. It's a constant struggle that seems to weigh your child's needs against your own and your family's.

Some common questions women raise are: Will my child adjust to someone new? Will the caretaker treat her well? Will he suffer from spending so much time away from me?

These are all normal questions. You will quite naturally feel anxious about your child's adjustment to a new environment, but you must also be aware of your own adjustment to the situation.

When your child is in someone's care for the first time, even with family members, you need to feel reasonably comfortable with the arrangement and confident in the care provider's ability. Your child will sense your feelings, regardless of his/her age. If you are uptight about the care your child will receive, it's best to deal with those uncertain feelings before leaving your child.

What do you look for when you're trying child care for the first time? Some basic conditions parents should look for and continue to check as long as their child is in the day care arrangement are:

- Is the person or persons caring for my child skilled in caring for infants and children?
- Is the environment safe for young children? Is it clean?
- Does the provider seem interested in talking to me to find out about my child?
- As I watch the provider work with the children, does she or he seem aware of each youngster's needs?

Answering some basic questions about your child care arrangements is a starting point. These questions can be used whether you are choosing a person who will watch your child for two hours or all day.

Where do you start in finding child care today? Let's look at the options that are available. They are:

COMMON CHILD CARE ARRANGEMENTS

- **Family member** – sister, brother, mother, cousin
- **Friends you know** – neighbors
- **Family day care** – care is provided in home of a provider who is licensed to care for children.
- **Day care center** – group that is licensed to care for children and has a staff of workers. Staff may or may not have formal training in child care. All staff members may come in contact with your child.
- **Live-in care** – the care provider lives in your home and cares for your child in return for room and board or other arrangements.

Most children stay with relatives, but the number in day care is rising.[3]

You'll also need to consider other factors in deciding on the best option for you and your child. For example:

- Where is the day care located? How easy is it for you to get there? If you don't have a car, can you get there by public transportation?
- How do the care provider's hours fit with yours? Can you get there in enough time to pick up your child?
- What is the cost of the care? Can you afford this arrangement?

Raising these issues while you are considering several child care arrangements will help you make a realistic decision. Also, the option that you choose this year may not be the best one for either you or your child a year from now. As your child's needs change and as your school and/or work situation changes, you may need to make different child care arrangements.

Now that you have a basic idea about the care you would like for your child, here is a checklist of questions you might want to ask your child's caregiver. Keep in mind that it is *always* better to ask than to assume you know the answer. Your child is too important to consider any question you have as unimportant. Asking personal questions of someone you don't know can be uncomfortable. You may want to role play your set of questions with a classmate or friend first. You'll feel more at ease when it's time to ask the child care provider.

Fill It In . . .
CHILD CARE
CHECKLIST

1. Care Provider's Name _____

   Address _____

   _____

   Telephone # _____

   Emergency # _____

2. Are you licensed or registered with the local government?

   _____

3. How much experience have you had taking care of children?

   _____

   _____

4. Do you take care of other children? How many? What ages?

   _____

   _____

5. How do the children spend their time during the day?

   _____

   _____

6. Are children supervised at all times?

   _____

   _____

7. What kind of meals do you provide?

   _____

   _____

8. Are there regular opportunities for both outside and inside play?

   _____

   _____

9. What other adults will be in contact with my child?

   _____

   _____

 Continued next page

Fill It In . .
CHILD CARE
CHECKLIST
(continued)

10. Is television viewing limited to short periods and to programs appropriate for children?

11. What are your hours/days available?

12. How much do you charge? What is your late charge?

13. Is there a written policy concerning discipline?

14. How do you handle feedings, potty training, or other specific aspects of infant and child care, including care of ill children?

15. Do you smoke or drink?

16. Do you have any health problems that I should know about?

17. Can I visit during normal operating hours to observe before registering my child?

18. May I have at least two references whom I can call?

Activity . . .

Role play these questions with a partner in the classroom. One person will play the role of parent and the other will be the child care provider.

Ask your questions and record the responses. Now repeat the process but switch roles. How did it feel as a parent? How did it feel as a child care provider?

Most providers who are sensitive to the feelings of a parent looking for quality child care will understand that your questions are not meant to invade their privacy. They will patiently answer your questions, knowing that your level of comfort is important for a good relationship.

Now you have some idea of what to look for in a day care arrangement. Read the following story. Then with a group of three or four of your classmates, discuss your answers to the questions that follow the story.

FRANCES AND SAMANTHA VISIT THE CREATIVE LEARNING DAY CARE CENTER

Frances is taking her three-year-old daughter Samantha to Creative Learning Day Care Center for the first time. Samantha is a little nervous about leaving her mommy, and Frances is nervous, too.

Entering the building, they weave their way through big wheels and tricycles that line the front steps. Immediately, they are greeted by the bright, cheery face of the director, Ms. Sandy. She rushes to shake Frances' hand and ushers her into the office to sign the necessary emergency contact forms.

Samantha wanders around in the hallway and curiously watches the fish in the giant aquarium. Just as she reaches for a fish that is swimming near the top, a voice screams out, "Stop that, little girl!" Startled, she runs into the office where her mommy is and sits on her lap. Ms. Sandy reassures Samantha and takes her by the hand to meet Barbara, who will care for her during the day.

As they approach the preschool area, they see three children sitting outside the door hiding their heads in their hands. The director asks what is wrong. They begin to sob and explain that they were talking during nap time. Ms. Sandy proceeds into the preschool area and calls Barbara aside. Frances can see that Ms. Sandy is not pleased with Barbara's action.

Ms. Sandy then calls Frances and Samantha over and introduces them. Barbara seems to genuinely take to Samantha, and Samantha seems to feel comfortable with Barbara, considering she's a stranger.

While they talk, Frances looks around the room and discovers there are few toys or books. Ms. Sandy returns to escort Frances and Samantha to the front hallway and explains the procedure for dropping off and picking up the children. As they leave, Frances looks back and notices that workers are busy painting the center in bright, cheery colors.

Discuss . . .

Discuss your responses to the following questions in small groups of three or four. As a group try to come up with a general statement about the quality of this day care arrangement by answering the following questions.

1. What do you feel are the positive things about this day care center?
2. What things do you feel are negative?
3. What items do you need more information about to make a decision about whether or not to leave your child?
4. If you were Frances, what are the next steps you would take to decide whether or not to leave Samantha at the day care center?

B. Preparing Your Child

When you have made a decision about child care, the next step is to prepare your child for the new experience. Begin by thinking of your child's normal day at home. What it is like? Describe it in the space below:

Fill It In . . .

_____'S
NORMAL DAY

MORNING
6:00-7:00 _____
7:00-8:00 _____
8:00-9:00 _____
9:00-10:00 _____
10:00-11:00 _____
11:00-NOON _____

AFTERNOON
NOON-1:00 _____
1:00-2:00 _____
2:00-3:00 _____
3:00-4:00 _____
4:00-5:00 _____
5:00-6:00 _____

EVENING
6:00-7:00 _____
7:00-8:00 _____
8:00-9:00 _____
9:00-10:00 _____
10:00-11:00 _____
11:00-MIDNIGHT _____

What parts of that day can be maintained in your child's new environment? Write these things in the space below:

Fill It In . . .
continued

_____

_____

_____

_____

_____

_____

_____

Identifying your child's needs and habits when you begin a child care arrangement is important for the child *and* the care giver. Let the care giver know what your expectations are. However, you need to be flexible. Remember, this is not just as it is at home. What special requirements does your child have? Is there a special diet? Medicine? Allergies?

Make a list of your child's needs. Include some personal qualities that make him or her unique! Take this list to your child care provider.

Example: He loves to make funny noises.
Example: She needs a window open while sleeping.

Fill It In . . .

_____**'S**
SPECIAL NEEDS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

C. Preparing Yourself

Assume that you have found what appears to be an excellent day care arrangement for your child. You have given the director a list of your child's needs and special characteristics. Now it's time to leave the child for the first time.

This is often a traumatic moment for parents, and sometimes for small children, too. If you think this will be a problem for you, we suggest you do the following to reduce your anxiety about leaving your child.

First, double check to see if you are as comfortable with the arrangement as you would like to be. If there are any little nags in your mind, check them out. Perhaps you need to ask more questions or to make another visit.

If your concern is about yourself and not your child care arrangement, you can release your fears through picturing in your mind a positive experience. Several days before the time to leave your child, imagine the situation in a comfortable and positive way. Think of yourself and your child getting ready in the morning easily and on time. See yourself leaving home and arriving at the day care center in good spirits. As you walk in, staff members warmly greet you and your child. Almost before you have a chance for that last good-bye hug and kiss, a staff member has engaged your child's attention. Telling them what time you'll be back, you leave to go to school or work, comfortable that your child is in good hands. As you move on, compliment yourself for doing so well and start focusing your attention on what you're doing next.

You may have to repeat this mental picture several times before the event and perhaps even for the first few days. If you do, you'll find it easier to get used to leaving your child in someone else's care.

Child care for juggling parents will continue to be a concern for you as you try to find ways to balance your needs with those of your family. But with a sensible approach and a "watchful eye," you can comfortably say who is minding your child.

Rules For Unit 3

1. *Select the child care arrangement that best meets your needs and those of your child.*
2. *For your child to be comfortable in the child care arrangement, you need to be comfortable.*
3. *Monitor your child care arrangement on a regular basis. As your child gets older, you may need to find a different situation.*

Unit 4
Who's Minding The Children?
(School-Age Youngsters)

A. Why Are There So Many Latchkey Children?

No parent likes to leave a child home alone or in the care of a child who is only a year or two older. Parents who do so are often scared or anxious – and they may feel guilty. The children, depending on their age, may be scared, lonely, or just plain bored.

School-age children left alone either before or after school are called latchkey children. The term "latchkey" dates to the nineteenth century when children who were left alone wore latchkeys on chains around their necks. Today some latchkey youngsters wear door keys on chains around their necks so that they won't lose them.

How many latchkey children are there in the United States? No one knows for sure because the numbers are almost impossible to determine. Estimates range from two million to over five million, up to 15 percent of all elementary school children in the country. What is clear is that the number is growing.[4]

Discuss . . .

More school-age children are being left home alone. Take a few moments to discuss with one or two of your classmates why this is happening.

One major reason that more and more school-age children are being left alone is that more women are entering the work force. Here are some facts about working women:

- Right now women make up 45 percent of the work force.[5]
- Between now and the year 2000, three out of five new workers will be women.[6]
- About 65 percent of all women with children under 18 are in the labor force.[7]
- 42 percent of all Black families, 24 percent of all Hispanic families, and 14 percent of all white families are headed by women. The percentages of women heading up households has and will continue to increase.[8]
- The average 16-year-old woman can expect to spend at least 30 years in the paid work force.[9]

Discuss . . .

Why are so many women entering the work force? Stop to discuss this question with your classmates.

There are several reasons. First, today's cost of living is so high that many women have to work in order to support the family. Fewer women have the option of staying at home to take care of children. "I'd love to stay home with my children, but we couldn't make it if I didn't work" is a very common response. Both wife and husband work in 56 percent of the nation's marriages. And when you ask these women why they work, most reply that they're working to get money for their families.[10]

Another reason is the increasing number of women who head households. If you are a single parent, in most cases your choices are to work or to be on ADC. As the only support for your family, you have fewer options open to you. Also, it's not unusual for a woman to choose to have a child or children and remain single. And for those who marry, life is not necessarily happy ever after. Approximately one out of two first marriages ends in divorce.[11]

Changing values play a role in the increase of latchkey children today. It has become socially acceptable for women to work outside the home for pay. In fact, more and more, women – just like men – are expected to train for the world of work.

Child care options have not kept pace with the increasing number of women who have joined the work force. There are simply not enough child care centers. Those that do exist are often more expensive than working women, especially single heads of households, can afford. It's common for child care to cost at least $3,000 a year or more in urban areas. Few employers accommodate parental needs with an on-site child care center or a subsidy for child care. Relatives and friends may be able to care for children in some cases. But often they have jobs as well or live too far away. Finally, the child care needs of babies, toddlers, and preschoolers are very different from those of school-age children. So parents, especially mothers, may find themselves in the situation faced by the woman in the following story:

VENETRA'S DILEMMA

My name is Venetra. I am 24 and the mother of two children, ages six and eight. My husband died a year ago from an automobile accident; since then, I've had a difficult time. Expenses from the accident, his hospitalization, and then his funeral wiped us out. Shortly after his death, I had to sell our small house and move into low-income housing which is barely livable, in my opinion. Neither of us had any family in this city so I'm pretty much on my own. To support my family, I chose to go back to work as a cosmetologist in a salon not too far from our apartment.

I'm not at all happy with our arrangement. Although I'm here in the morning before the boys leave for school, I often don't get home until 6:30. The boys are out of school at 3:00 and home by 3:20. I'm very uncomfortable with them walking home alone. There are drug dealers in our neighborhood as well as a lot of school dropouts. Also, I don't think it's good for the two of them to be home without an adult.

I try to supervise them by telephone from my work, but I can't always leave a customer to take their call or to call them. Also, I don't become eligible for health insurance until I've worked here one year. I've got three more months to go, and I just pray every day that one of us doesn't get real sick. I don't know what I would do if that happened.

I feel that I'm caught between the old rock and a hard spot. I don't like leaving the boys alone, but I too proud to go on ADC which would solve both the child care problem and the health insurance.

Fill It In . . .
and Discuss . . .

Answer the following questions and then discuss your responses with your classmates:

1. What would you do if you were Venetra: keep working or apply for ADC and stay home?

2. Are there are other options for Venetra that perhaps she hasn't considered?

3. Do you think Venetra could provide adequate supervision for the children while she is at her job? What kind of an arrangement could she make?

4. Venetra did not talk about the emotional cost of being on ADC for either her or her boys. How do you think being on ADC would affect her state of mind and overall attitude?

5. What factors would you consider in deciding whether to go back to work or stay at home?

Venetra's dilemma is a common one. Many women go to work, supervising their children from their jobs. For others, the cost is too great so they remain at home. Most would prefer to be self-supporting but that may not be possible, given their employment options. The decision to work may call for some very creative solutions to child care or some carefully planned and executed supervision from your job. No one said this was easy, but it can be done.

B. What Happens When Children Are Left Alone?

JANNINE AND JOSH LEARN AN IMPORTANT LESSON

Here is a story about two latchkey children.

Jannine and Josh were five and nine. After school, they walked home together and stayed until their parents returned from work. They were there alone from 3:10 to 5:30. Josh was responsible for calling his mother, Alicia, as soon as he and his sister arrived home from school. She would then have some simple chores for him and would try to help him with homework if he needed help.

Josh was also responsible for playing with Jannine, although they mostly watched TV. Alicia and her husband Malcolm were generally satisfied with the arrangement. They wished they could find dependable and affordable child care, but that had not been possible. They both worried, but that was balanced by Josh's high level of maturity.

One day Josh wasn't feeling very well when he came home from school. Instead of telling his mother that he was sick, he simply had his usual conversation and then went to bed. That left Jannine alone to fend for herself. She decided that she was hungry and put two pieces of toast in the toaster and went back to the TV. The program was so interesting that she forgot about her toast. When she looked up, smoke was pouring out of the kitchen. She ran to get Josh up, and the two of them went to the kitchen. By this time flames were shooting up the walls. In a panic, the two children ran next door for help.

When Alicia and Malcolm came home from work, they were greeted by fire fighters who had just extinguished the blaze. Fortunately, the fire itself was just in the kitchen, but the entire house had been damaged by the smoke. Although physically safe, both Josh and Jannine were nearly hysterical.

Fill It In . . . and Discuss . . .

Answer the following questions and then discuss your responses with your classmates:

1. If you were Josh and Jannine's parents, how would you feel? Would you blame the children or yourself, or would you just consider this an accident?

2. Is there anything, short of a parent being home, that could have prevented the fire from occurring?

3. Should Josh and Jannine continue to be left alone?

_____

_____

_____

It's very normal for children to have certain fears, which may become more intense when they are home alone. These fears are developmental; that means that they may change as the child moves into a new stage. For example, think back to when you were a child. Can you remember one or two things that you were afraid of? How old were you at the time?

My Fear	My Age	Fill It In . . .
1. _____	_____	
2. _____	_____	
3. _____	_____	

Were any of these fears worse if you were alone? If so, you may have a better idea of what your children may feel when they are alone. Do your fears follow the pattern that child development experts have identified?[12] This pattern is listed below.

AGE	FEAR	COMMON CHILDHOOD FEARS
Birth to Age 3	Strangers, being separated from caretakers, loud noises, the dark, bedtime, going to daycare.	
Ages 3-6	The dark, scary noises, monsters, day care, getting lost, losing a parent, being late to school	
Ages 6-10	New situations such as moving into a new house, someone breaking into the house, being separated from caretakers, being alone	
Ages 11-12	Kidnapping, being alone in the dark, noises and intruders	

We think that nine-and ten-year-old children are better able to stay alone than those who are five or six. That's true in some ways. However, note that the eight, nine, and ten year olds are more likely to have fears about being in a house by themselves. That's important to remember since an older child, perhaps the one in charge, may be more frightened by being alone than younger brothers and sisters.

Fill It In . . .

What could you do to help children feel more comfortable being home alone?

1. _____

2. _____

3. _____

4. _____

5. _____

After you've filled in as many ideas as you can think of, discuss your ideas with your classmates. If you want to, add to your list of ideas from suggestions you heard.

Being a latchkey child is not a problem by itself. What is important are the kind of supervision the child receives, how the child feels about being home alone, the amount of time involved, and how comfortable the parent(s) is (are) with the arrangement. We've just talked about some things you can do to help children feel more at ease being by themselves. Let's look at what you can do to provide adequate supervision.

One research study on latchkey children showed some very interesting results. The researchers looked at children who "hung out" after school at favorite spots in the neighborhood without any supervision; children who went to a friend's house where no adult was present; children who went to their own homes and received some adult supervision by telephone; and finally, children who returned to a home where a parent was present. They found that children who returned to their homes and received some supervision from a parent by telephone fared almost as well as those who spent the afternoon with an adult. Those most likely to get into trouble were those who hung out in the neighborhood followed by those who went to a friend's house where there was no adult.[13]

Often you can supervise your child from your job. If that's not possible, have another adult do so. If you're providing supervision and your child is comfortable alone, then you'll probably feel good about the arrangement. You may say what many parents have said: "If it were possible, I would rather be home with my children. However, since that isn't possible, this is the next best thing."

If you are supervising latchkey children, you need to have some ground rules for appropriate behavior. In the blanks on the next page, write down what rules are most important for children home alone either before and/or after school. Before you do that, your instructor will share with you some guidelines for parents leaving children at home.

Write It Down . . .
GUIDELINES FOR STAYING HOME ALONE

These guidelines for staying home alone are written for:

_____

_____

(names of children)

They are _____
(ages)

and will be alone from _____ to _____
(times)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Discuss . . .

When you have listed the rules you think are most important, share them with your classmates. How many of you have the same or similar rules? Are there special ones that vary according to either the child or the circumstances? After you hear others' lists, review your list, making any changes that you would like. Or you and your classmates might come up with a combined list. This list can become a resource to share with new people who return to school and who may be leaving their children alone for the first time. Make sure that your list is consistent with the guidelines your instructor has told you about.

Rules for Unit 4

1. *If you leave your children alone, you need to feel reasonably comfortable with the arrangement so that the children will feel comfortable.*
2. *Latchkey children must be supervised during their time alone, and, if at all possible, by telephone.*
3. *Although older children may be more able to stay alone, they may be more afraid than younger children.*

Unit 5
Doing More Around the House in Less Time

Who says housecleaning is a woman's job? Contrary to what some people still think, women were not born with better housecleaning skills. Men and children, even those as young as two, can and should have their own responsibilities at home. This unit will help you review who's doing what around the house, how you can divide the chores more fairly, and in general, how you can be more efficient in home and family tasks.

A. Who Does What in Your House?

Here is a list of common household chores. Write in the names of the people in your family unit across the top of this list. Include everyone age two and over. Put a check in the box if they do the chore listed on the left. If an item doesn't apply to your family, leave it blank. There's also space to write in additional items.

Fill It In . . . HOUSEHOLD DIVISION OF LABOR

Family Member's Name	/	/	/	/	/	/
1. Staying home with sick children	☐	☐	☐	☐	☐	☐
2. Paying bills	☐	☐	☐	☐	☐	☐
3. Taking care of the car	☐	☐	☐	☐	☐	☐
4. Helping children with homework	☐	☐	☐	☐	☐	☐
5. Cooking	☐	☐	☐	☐	☐	☐
6. Cleaning house	☐	☐	☐	☐	☐	☐
7. Doing dishes	☐	☐	☐	☐	☐	☐
8. Changing diapers	☐	☐	☐	☐	☐	☐
9. Grocery shopping	☐	☐	☐	☐	☐	☐
10. Making the bed	☐	☐	☐	☐	☐	☐
11. Doing minor home repairs	☐	☐	☐	☐	☐	☐
12. _____	☐	☐	☐	☐	☐	☐
13. _____	☐	☐	☐	☐	☐	☐

Juggling Lessons
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Fill It In . . .

Look at your list and answer the following questions.

1. Do both females and males do gender traditional and nontraditional chores? If not, why?

2. Rank in order who does most of the work around the house. Is the top person female?

3. Which family members do their fair share or more of household chores?

4. Which family members do less than their fair share?

If you're not sure about the answers to some of these questions, show your list to a classmate. That person can review your list and help you answer the questions.

You may want to know how the division of home and family responsibilities in your house compares to other houses, according to current research. Here are some facts about who does what around the home:

- Men are doing only slightly more around the house than they did a decade ago, even though more and more women are working.[14]
- Compared to a decade ago, children are doing only slightly more chores nontraditional to their gender (e.g., girls washing cars or boys cooking). Overall, however, children's contributions are limited and sporadic.[15]

- On the average, women complete about 70 percent of all of the home and family tasks.[16]

These facts point out that working women have a dual career: they work outside the home for pay, but they also manage their home and family. More and more society is acknowledging that this unequal distribution of labor as unfair. In fact, one major research study has shown that in dual wage earner families, males have a higher standard of living then females because, in part, of the little time they spend on home and family tasks.[17] Other researchers suggest that men create more household work than they do,[18] and it's unjust, "physically draining," and "emotionally abusive" to expect women to do the bulk of the work.[19]

One reason for this unequal distribution of labor is sex role stereotyping. Sex role stereotyping is the belief that men or women have certain abilities, interests, values, and/or roles that are determined by their sex. Our society has a history of biased attitudes for or against people based on their gender. For example, today some people think that employees don't want to work for a woman boss. Others believe that a man can't take care of a baby.

Did you grow up with certain beliefs about what men and women or girls and boys can or cannot do? Take a moment to think about what stereotypic beliefs you had as a child or young adult.

Discuss . . .

Share some of these beliefs with your classmates. How did you learn that some of these stereotypes were not true? Today do you believe that there some things only men or women can do? If so, what do you base your opinion on? Do any of your beliefs affect how you divide up housework?

In this unit we'll reexamine your beliefs about who does what. At the end you'll fill out this chart again based on how you want the home and family responsibilities divided.

B. Increasing Your CAQ (Cleaning Awareness Quotient)

Why is housework such a chore? Why does it take so much time? Why is it never done? Housework does require a tremendous amount of time – some 30-60 hours per week for women, varying according to children and employment.[20] This is about the same as the amount of time women spent on housework in the early part of this century. American homemakers in the 1960s, 1970s, and even 1980s continue to log about the same number of hours doing housework as their mothers and grandmothers in 1910, 1920, and 1930.[21]

Discuss . . .
HOW CAN LAUNDRY TAKE SO MUCH TIME?

Homemakers often don't understand why they still spend so much time on housework given all the home appliances that are now available. After all, most people have (or have access to) washers, dryers, vacuum sweepers, irons, and toasters. Many have dishwashers, microwave ovens, and automatic coffee makers.

So why do chores take so much time? This activity will help answer that question. Form groups of three to four students, tap your memory, answer the following questions, and increase your CAQ (Cleaning Awareness Quotient). If you get stuck, ask your instructor for help.

Discuss . . .
(continued)

Wringer washers were first mass produced in the 1920s, and fully automatic washers were readily available in the '40s after World War II ended. In 1925 the average time spent on laundry was 5.8 hours per week; in 1964 it was 6.2 hours.[22]

1. How was laundry done before the wringer washer?

2. Describe how laundry was done with the wringer washer.

3. How is most laundry done now?

4. Why are we less likely to have a day set aside for laundry as compared to our mothers or grandmothers?

5. Why was the amount of laundry less before automatic washing machines?

6. How have artificial fabrics increased the amount of laundry?

7. Why are we spending about as much time doing laundry now as women did before automatic washers?

By now you should have a better idea why we're still spending so much time doing housework. Although appliances make the task easier, they do not necessarily save us time. Because they change the nature of the task, we may end up spending more time. There is another important factor: most appliances require upkeep, which requires more of our time and money.

If we want to cut back on the amount of time we spend doing household chores, we have three options:

1. Lower our standards of home care.
2. Become more efficient in how we go about caring for our home.
3. Get other family members to do more so that we can do less.

C. Lowering Standards

Women who go to school, work, and take care of their families all at the same time are almost always behind on the housework. There are bedspreads to be washed, windows to be cleaned, clothing to be mended; and there's never enough time to get everything done.

Just to get by, some women and men have dropped their standards of home care. Here's what they said:

"It would be nice to have clean sheets on the beds every week, but I've gone to every other week instead. It's one less chore to do, and nobody's died from not having fresh sheets."

"I always used to fix big dinners – chicken, potatoes, greens, salad, cornbread, and pie – but I've really cut back. And when I do fix a big dinner, I make enough so that there'll be leftovers for the next night."

"My mother brought me up to vacuum the rugs and sweep the floors every day. She may have had that kind of time, but I don't. With a little luck, it's once a week at most in our house."

If you don't clean or cook as often or as well as you used to or your mother or grandmother did, you may feel guilty that you're not taking care of your home and your family properly. Or you may be glad to be free of some chores – like the homemakers who now ask themselves why they used to wax the kitchen floor once a week. Sometimes it's simply a trade off between spending time with your children or spending time on your house.

Write It Down . . .
HOW TO LOWER MY STANDARDS

If you are spending more time than you would like on household chores, write down five areas in which you could lower your standards. For example, wash the car once a month rather than once a week.

1. _____
2. _____
3. _____
4. _____
5. _____
6. If you drop your standards for these tasks, will you feel uncomfortable?

   _____

   _____

Write It Down . . .
HOW TO LOWER STANDARDS
(continued)

7. How can you help yourself feel more comfortable?

_____

_____

8. How can you respond if others suggest that you're not doing *your* fair share?

_____

_____

D. Becoming More Efficient in Your Use of Time

In addition to lowering your standards, you can be more efficient in how you use time. By organizing your day better and by understanding the science of homemaking you can save time. The following two activities will tell you more about this.

ORGANIZING YOUR DAY

Returning to school adds a new dimension to your day. The days will not become longer so that you will have all the time you need, but with a clear focus you can make the best use of the hours you have. Think about it. Who sets the tone for your day? That's right – you do! You can also plan your day to meet your needs and to accomplish your goals. As you begin to take control of the time in your day, you will find that focusing on what is important to you and communicating it in a positive and assertive manner will help you to stay on track.

Think about the last event in your life that required a "new" look at how you were spending your time. Perhaps it was the birth of a baby or taking on a part-time job. When we add or take away activities, we have to adjust how we spend our time: there is one more or one less ball to juggle. Often we think of the new "ball" in our schedule in terms of the balls that come right before or right after it. Sometimes we just throw the new ball up and hope we don't drop them all. We seldom take a look at all the balls we're juggling. Maybe there's one that can be taken out!

Effective time management requires looking at how we spend our time. Often we have to change our attitude. The formula "long hours lead to the greatest accomplishment," although long accepted as a truth, is not the best way to approach your day. It keeps us locked into tasks that don't give us much satisfaction or accomplishment.

How can we change our attitudes and behaviors to become better managers of our time? Below are ten guidelines. Complete the checklist to get a sense of how well you're managing your time.

Fill It In . . .
TIME MANAGEMENT CHECKLIST

1. Do you plan what you're going to do each day? **Yes** ☐ **No** ☐

   (Creating a list of activities for each day and ranking them in terms of importance will guide you in making decisions about what to do first. With this list you're much more likely to accomplish what you set out to do. Whether you write the list down or keep a mental list is up to you. What's most important is knowing what you want to do.)

2. Do you delegate some of your responsibilities to others? **Yes** ☐ **No** ☐

   (Sometimes you may think that you are the only one who can do a specific task. That's true for some tasks but certainly not all of them. Each day ask yourself, "Who else could do this?" Giving others responsibility can help them as well as you.)

3. Do you set deadlines for completing your tasks? **Yes** ☐ **No** ☐

   (Setting realistic deadlines can help you manage your time and achieve your goals. Deadlines serve as motivators; you're more likely to finish a task when there's a deadline.)

4. Do you eliminate tasks that are not useful or productive? **Yes** ☐ **No** ☐

   (Think about the last section on lowering your standards. Did you find tasks that really don't have to be done, or done as often as you had once thought?)

5. Do you let others know what you're doing? **Yes** ☐ **No** ☐

   (Although you may know exactly what you're doing, others need to know, also. You're more likely to get the cooperation and support you need if you let others know what your priorities are for the day. Even letting others know when you're in a bad mood can help.)

6. Do you allow transition time as you change from one activity to the next? **Yes** ☐ **No** ☐

   (People often forget to allow transition time. For example, when you come home at night, do you immediately start fixing dinner even though you just left work or school 15 minutes before? Allow your self some time to switch gears.)

7. Do you ask for help when you need it? **Yes** ☐ **No** ☐

   (Women, especially, are sometimes so busy taking care of others that they don't ask for the help they need. There's no way you can do everything. Asking for help when you need it is also good role modeling for your children.)

Continued next page

Fill It In . . .
TIME MANAGEMENT CHECKLIST (continued)

8. Do you take some time out of each day for yourself? **Yes** ☐ **No** ☐

   (Maybe it's a nice hot bath, reading a chapter in a book, or walking to the store. Research shows that the average person has about one and one half hours of free time each day. Make sure that you save some of that time strictly for you.)

9. Are you flexible enough to handle interruptions or to switch gears when necessary? **Yes** ☐ **No** ☐

   (The best made plans may fall apart with a sick child, bad weather, a car that won't start. Good time managers take those events in stride, do what they need to do, and go on.)

10. Do you evaluate your day just before you go to sleep? **Yes** ☐ **No** ☐

    (Take a few moments to ask yourself questions like, "What did I do that went very well today?" "What could I have done better?" "What am I saving for tomorrow?" Over time your answers to these questions will help you be a better time manager.)

If you answered eight or more of these questions with a "yes," most likely you're doing a pretty good job of managing your time. If you answered fewer than eight with a "yes," you may need to work on managing your time more effectively. If you want to practice time management skills, the following exercise gives you that opportunity:

Write It Down . . .
TIME MANAGEMENT PRACTICE

In the first column write down your schedule for tomorrow. In the second column write down what changes you can make to use your time more effectively.

	Schedule for Tomorrow	Planned Change
A.M.		
5:00-6:00	_____	_____
6:00-7:00	_____	_____
7:00-8:00	_____	_____
8:00-9:00	_____	_____
9:00-10:00	_____	_____
10:00-11:00	_____	_____
11:00-12:00	_____	_____
P.M.		
12:00-1:00	_____	_____
1:00-2:00	_____	

	Schedule for Tomorrow	Planned Change
2:00-3:00		
3:00-4:00		
4:00-5:00		
5:00-6:00		
6:00-7:00		
7:00-8:00		
8:00-9:00		
9:00-10:00		
10:00-11:00		
11:00-12:00		
A.M.		
12:00-1:00		
1:00-2:00		
2:00-3:00		
3:00-4:00		
4:00-5:00		

Write It Down . . .
TIME MANAGEMENT PRACTICE (continued)

After you're finished, exchange your schedule with a classmate. Review each other's schedules and discuss how each of you plan to use time more effectively. If you have other ideas, please share them with your partner.

Discuss . . .

Fill It In . . .
MY GOAL STATEMENT

Based on your review of your schedule, pick one of the time management guidelines listed on pages V-7 and V-8 and make it your personal goal for the week. Write a goal statement that states positively what you want to do. *(Example: I assign home responsibilities to others in my family.)* Next, list three specific actions you will do in support of your goal. *(Example: Keisha does dinner dishes each evening; my sister and I take turns going food shopping; and Themba puts away her toys.)*

My goal statement: _____

_____

Three actions to help me act in support of my goal:

1. _____

2. _____

3. _____

Discuss . . .

Share your statement with your partner. At the end of the week meet with your partner to discuss how well you were able to carry out your plan. Offer constructive feedback to each other as you set your goal for week #2. Example: *"I will take time out of every day this week to do something for me, such as: go shopping, take a long bubble bath, go for a walk, have lunch with a friend, see a movie."* Note that each one of these is in the present time (as if it already exists) rather than the future. Remember from Unit 1 that stating your goals in the present tense will help motivate you to achieve them. One caution: As you become more efficient in your use of time and better about taking care of yourself, others may accuse you of not doing your fair share. Be clear about your own commitments and don't let yourself feel guilty.

TIPS FOR SAVING TIME AND ENERGY

True or false? Everybody knows how to clean house. Or if you don't, just start in; you'll figure it out. False!

Parenting and cleaning are very much alike in one respect. Our society thinks that anyone can do either – that no training is necessary, or that you learn by doing.

Don't believe it for a moment. We can find lots of examples of people who continue to do the wrong things year after year. For example, some people still dust, then shake the dust cloth out in the middle of the room they just dusted (allowing the dust to return to its former position). Also, some people dust after they vacuum rather than before. This method will result in getting a clean floor dirty. There is an art of child rearing and a science of housekeeping (based on some basic principles of chemistry, physics, and biology) that is both teachable and learnable.

Here are some tips for saving time and energy. Read through the list, checking ones that you already do.

1. Buy food in bulk whenever possible. Write a food list and take it with you to the grocery store.
2. Plan meals ahead; cook in advance, and freeze or refrigerate meals. Label prepared meals so that others can reheat them. If possible, invest in a crockpot (for all day cooking) or a microwave (for fast cooking).
3. Space dreaded chores over two days. Instead of spending two hours doing something you dislike, spend one hour for two days and go on to something more pleasant. You'll have more energy in the end.
4. Take a look at your whole day. If starting half an hour earlier or later will make a difference, see if you can arrange it.
5. Purchase clothing, especially for children, that requires little or no ironing. Hang up items as soon as they come out of the dryer.
6. Plan school lunches ahead. Wrap cookies or other nonperishable snacks the night before.
7. Rearrange rooms, personal items, and clothing of young children so that they can get what they need.
8. Let cleaning products do their job. Rather than scrubbing, let dirt and grime soak off.
9. Arrange to do all of your errands in one geographic area on one day to avoid back-tracking.
10. Clean up as you go rather than waiting until the end.

Discuss . . .

The list can be endless. Share with the class a unique tip you use to save time and energy. One person can be the recorder; so the class will have a written list to use. Make copies for everyone.

Now that you've looked at a variety of ways to manage your time more effectively, test what you've learned in a practice activity. Read the following story about Disorganized Delta. As you read, think about what she could do to manage her time better and to have a more enjoyable day.

DISORGANIZED DELTA'S DAY

Delta's feeling very proud of herself today. For the first time since she started school she's gotten out of the house and taken little Darryl to the babysitter's doorstep by 8:30. As she rings the bell, she remembers that Mrs. Smith had a doctor's appointment; and little Darryl is supposed to go to her mother's house today.

The sitter is only two blocks away, and Delta feels relieved that she hasn't gone too far out of the way. Her husband, Harold, who is just leaving the house for his job, offers to take Darryl. Delta insists that it is important to continue her pattern of waving "bye-bye" to her son <u>every morning</u>.

She hurries off, leaves the baby at her mother's, and arrives at class just in time. Except, she thought the pop quiz the teacher is holding was going to be tomorrow. If she had <u>one</u> more day, she's

Continued next page

sure she could squeeze time in during dinner to study. Oh well...

At the end of the day, Delta leaves school feeling totally depressed. In addition to flunking the quiz, she discovered she had left an assignment at home. Stopping at her mother's to get little Darryl, she heads home.

When Harold walks in the house, he yells at Delta. She had forgotten to take something out of the freezer for dinner. The baby starts fussing. Delta shoves a bottle in his mouth; he throws it on the floor.

Darryl continues to cry so Delta fixes pancakes with the baby on her hip. Harold goes off to watch the evening news. The family eats with little conversation; and, afterwards, Delta piles dishes in the sink. After giving little Darryl a bath, Delta dozes off at the foot of his bed. She thinks about how nice it would feel to have a hot bath, but she's just too tired. Maybe tomorrow...

Fill It In . . .

How can Delta begin to get organized? Using the ten guidelines and tips, write down at least five things you would suggest to her:

1. _____

2. _____

3. _____

4. _____

5. _____

As a group, discuss your strategies.

E. Strategies for Getting Your Man To Do More Around the House

Women often report that their biggest problem is getting their husbands or boyfriends to do their fair share of the home and family chores. Some men have been brought up to believe that there is men's work and there is women's work, and that it's not manly to do the work that women do. There's no easy answer or quick solution to the problem. However, here are some suggestions.

First and foremost, try the communications strategies suggested in Unit 2. Be direct in asking for what you want and in explaining why you want it. Make sure your nonverbal communication supports and aids your words. You may need to do that more than once. Getting your man to do more will take time. It's not likely to be accomplished with one conversation.

Discuss . . .

There are some other approaches that can be effective. Read the following suggestions and check the ones that would most likely work with your husband or boyfriend. Then discuss your checked items with your classmates.

Discuss... THE MAGIC DOZEN

- ☐ **1.** Always start by using the basic communications strategies presented in Unit 2. Ask for what you want and need. You may have to do this more than once.
- ☐ **2.** Keep a record of what you do and how much time you spend. Your man may not realize how much time a task takes. Your record keeping can be good leverage for you in explaining why you need help.
- ☐ **3.** Have another male (such as a brother or best friend) discuss with your man the importance of doing.... Sometimes receiving this message from another man makes it easier to hear and act on.
- ☐ **4.** Be sure your man knows what you want him to do and how to do it. For example, if you want him to do the laundry, show him how to sort clothes. If he's never done that before, he just won't know where things go.
- ☐ **5.** As much as possible, you and your man should work out of your strengths. You'll do a better job and be more motivated to complete the task. For chores that neither of you likes to do or you don't do well, take turns. Nobody wants to clean the toilets every week.
- ☐ **6.** Once your man has assumed responsibility for a task, don't impose your standards unless there's a serious health or safety issue. For example, you think the baby should have on long pants, but your spouse dressed him in shorts. The baby will certainly survive in shorts even though you would have dressed him differently.
- ☐ **7.** Don't bail your man out if he doesn't do his tasks. If you do, you're giving him a mixed message. If he hasn't done the laundry, don't do it for him – even though you may have to wear dirty socks for a day or two.
- ☐ **8.** Acknowledge your man's successes, even if they are small. For example, you can compliment him on how snuggly he diapered the baby or how fresh the laundry smells.
- ☐ **9.** Don't expect perfection. You've spent most of your life learning how to cook, clean, and take care of children. Your man needs some time to sharpen his skills.
- ☐ **10.** If you have children, hold family meetings regularly to assign chores and to discuss how the chores are done. Most family members will want to report successful completion rather than that they didn't do their job. This is called peer pressure; use it to your advantage.
- ☐ **11.** Have your children ask your man to do something that is helpful to them. For example, *"Daddy, will you take me to get my hair cut on Saturday?"* Or, *"Will you help me practice foul shots before Friday night's game?"*
- ☐ **12.** Have your man help teach your children – boys and girls – how to do new tasks. For example, he can help your daughter with painting her room and your son with cooking. The best way to learn a task is to teach it.

Fill It In . . .
SUMMARY ACTIVITY

You started this unit with an assessment of who did what around the house. Then you looked at why housework takes so much time, what beliefs you have about who does home and family chores, and how you can manage better and in less time.

Now redo the "Household Division of Labor" checklist. A fresh copy is included below. This time write in who you want to do each task. Some will remain the same, but you'll probably find that your thinking has changed.

Family Member's Name	/	/	/	/	/	/
1. Staying home with sick children	☐	☐	☐	☐	☐	☐
2. Paying bills	☐	☐	☐	☐	☐	☐
3. Taking care of the car	☐	☐	☐	☐	☐	☐
4. Helping children with homework	☐	☐	☐	☐	☐	☐
5. Cooking	☐	☐	☐	☐	☐	☐
6. Cleaning house	☐	☐	☐	☐	☐	☐
7. Doing dishes	☐	☐	☐	☐	☐	☐
8. Changing diapers	☐	☐	☐	☐	☐	☐
9. Grocery shopping	☐	☐	☐	☐	☐	☐
10. Making the bed	☐	☐	☐	☐	☐	☐
11. Doing minor home repairs	☐	☐	☐	☐	☐	☐
12. _____	☐	☐	☐	☐	☐	☐
13. _____	☐	☐	☐	☐	☐	☐

Discuss . . .

Compare this version of the "Household Division of Labor" checklist with the one you did at the beginning of this unit. How are they similar? Different? Pair off with a classmate. In groups of two, explain to your partner why you decided to reassign at least one task on your household schedule. How do you plan to make the change? (Refer to Unit 2 if necessary.)

Report back to your partner in a week or two about how you made any change in responsibilities for home and family tasks and what the results were. Your instructor will set aside some class time for you to do this.

Rules for Unit 5

1. *All family members, including youngsters over two, need to do their fair share of home and family tasks.*
2. *There is no magic formula for determining a family member's "fair share." Factors such as age, skills, and other responsibilities must be taken into account.*
3. *Women who try to "do it all" are cheating themselves as well as keeping other family members from learning self- and home-care skills.*
4. *There are three ways for you to spend less time on household chores: lowering standards, becoming more efficient, and getting family members to do their fair share.*
5. *Changes in this area may be small and slow in coming. Be persistent and support small successes.*

Unit 6
Managing Alone

A. Being a Single Parent: Myth vs. Reality

According to statistics, 27 percent of all U. S. families with children are headed by a single parent. Also about 60 percent of all children will live at least part of their lives in a single-parent home.[23] As the number of single parent families has increased, the number of single women in the work force maintaining their families has increased. Being the single head of your household can be an isolating experience even for the most resourceful person. Managing alone becomes a greater challenge as the dimension of work and/or school is added to your life. Although at times you may feel that you are alone, many single people share your situation.

Managing alone doesn't mean you are helpless. It does not mean that you have no one to turn to for help. Instead, it means that either by choice or circumstance you are the head of your household. You must make the major decisions for your family's well-being. As the parent managing alone, you are not the "victim" of some terrible fate. You can still make sound decisions and work through situations as all families do.

Much of the research done during this century on single parent families has painted a picture of powerlessness. Many of the reforms and programs that have been created to help single mothers reflect this view. But society is beginning to recognize the resourcefulness of single parents in meeting day-to-day challenges. Since there are few examples in the literature, you may need to look at other parents, like yourself, for examples that will give you support and enable you to achieve your goals.

Think for a moment about a person you know and respect as a good parent. What makes him or her a good parent? Most likely personal qualities, such as patience or understanding come to mind. These are qualities that single and married people possess.

Although this unit has been designed specifically for people who are single heads of households, every activity can also be completed by those who share responsibilities with another adult.

B. Making Decisions with Confidence

All parents at times doubt their abilities as a parent and fear they will do the "wrong thing." As a single parent you must learn to trust yourself and develop good decision-making strategies. A good strategy to use is one called "force field analysis." Many of us use this process of decision making even without being aware of it.

Think about a challenge in your life that calls for a decision. Using the guide on the next page, write the challenge across the line provided. On the left side list the advantages of making a "yes" decision. On the right-hand side list the disadvantages. Review the lists and include any other information that will help you reach a decision. Talk it through to yourself and write your decision on the bottom line. If there is some immediate action you will need to take before following through with your decision, write it down as your first step. There's a sample in the box on the next page if you need a guide.

SAMPLE DECISION-MAKING GUIDE

My challenge is:
Deciding whether to move to Terrace Lane Apartments

Advantages:
- Closer to school and child care
- More room at only slightly more money
- More pleasant surroundings and safer neighborhood
- Easier access to public transportation

Disadvantages:
- Further away from work
- Have to go through the hassle and cost of moving
- Boyfriend doesn't want me to move

My decision is: To move to Terrace Lane Apartments

My first step is: Give 30 days' notice to my building manager and put down deposit for new apartment

Fill It In . . . DECISION-MAKING GUIDE

My challenge is:

_____

_____

_____

Advantages:

_____

_____

_____

_____

_____

_____

Disadvantages:

_____

_____

_____

_____

_____

_____

My decision is:

_____

_____

My first step is:

_____

_____

_____

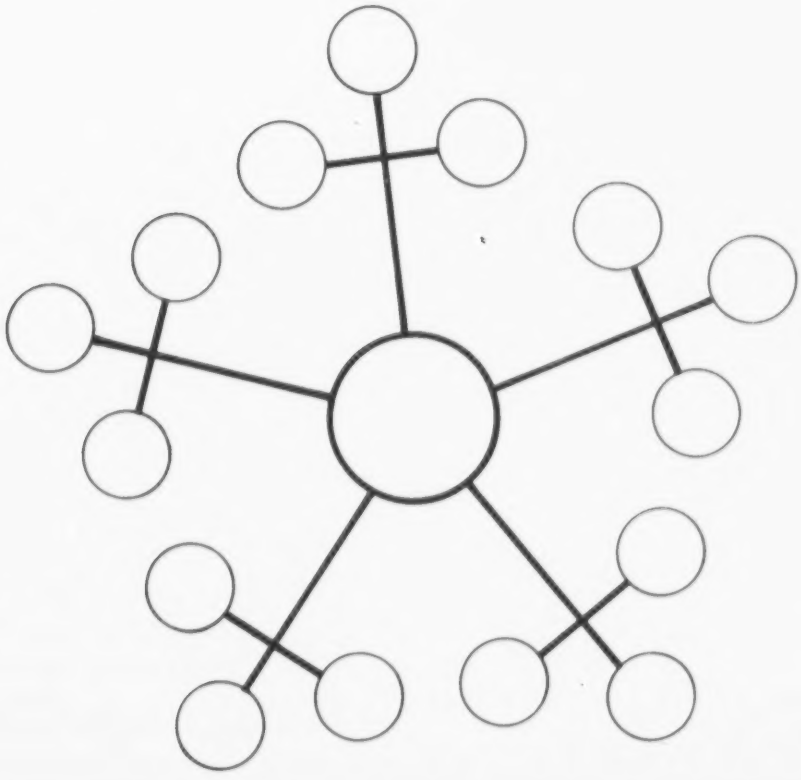
If you feel comfortable about the subject of your challenge, share your list with a classmate and explain how you arrived at your decision. As a single parent you may not have another adult in your home to contribute to the decision-making process. This does not mean that "significant others" don't exist. Seek the advice of family or friends whose opinion you value. Even if you have already made your decision, getting another opinion may help you get a clearer sense of how to act on that decision.

Discuss . . .

C. Building a System of Personal Support

To become a more resourceful manager and to handle the challenges of single parenting, you need to increase the supportive relationships in your life. In the following diagram, fill in your name, the names of your children, and the name(s) of any other adult who is part of your immediate family unit. In the empty circles beside each person's name, write the name of at least one person associated with each family member to whom you could look for support. Support can be described in many ways: someone who gives time, money, child care, good advice. That person may be a reliable babysitter or a grandmother who enjoys reading to children. Expand your support circle as large as you can. Remember that family members can support one another.

Fill It In . . .
MY
FAMILY SUPPORT
SYSTEM



Often you may think of yourself as alone; but when you examine your life more closely, you will find there are people who support you in many ways. When you connect the circles of your support system, you may be surprised at the picture you get!

D. Strengthening and Broadening Your Family Unit

Seeing yourself and your family as part of a larger picture can help you avoid a common pitfall of the single parent. It is the feeling that "it's me and my child against the world." When you change your attitude to reflect a feeling that "we are part of the world," you will begin to see others as a support system and lessen your feelings of isolation. Here are two ways that you can strengthen your family unit:

1. **Involve your family in activities to feel part of a larger community.**
   The local library often sponsors programs, such as film showings, for the whole family. Neighborhood community centers sponsor trips and activities for the family. Many churches schedule functions for the community, and you don't have to be a member of the church to attend. Perhaps you would like the entire family to go swimming or roller skating every week. Start by making a list of at least four resources you have used or know about in your community (libraries, neighborhood centers, churches, etc.).

Fill It In . . .

	Name of Resource	*Telephone #*	*Contact Person*
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Pick one resource from your list. Contact them about a family activity. If you haven't reached the right place or the right person, ask for the correct person and the telephone number. Follow through, plan your activity, and report back to the class within two weeks. Taking part in community activities will help your children to see that families come in all different shapes and sizes. As you explore together, you will make new friends and develop new contacts. Your support system will continue to grow!

2. **Establish rituals and routines to strengthen your family unit.**
   Children respond positively to activities that create order and familiarity for them. Some rituals and routines are part of our daily needs and habits, such as brushing our teeth. You can create others based on your family's ideas and needs. For example, you can create an evening prayer for your family to say together. Other ideas might be a family meeting once a week to talk over family issues or a special way to celebrate holidays. Think about your family's needs and be creative about how to meet them. Take a few moments to share your ideas with your classmates. After you've considered several possibilities, select one activity you will try as a family ritual and write it in the space on the next page:

My Family Ritual or Routine:

Fill It In . . .

_____

_____

_____

E. Developing Self-Sufficiency in Your Children

Learning independence is a process that begins at birth. However, research indicates that once young children learn to feed, clothe, and bathe themselves, parents spend less time encouraging them to be independent. Whether you have a partner or not, you may feel anxious about your child trying new things. Although you don't want your children to have adult responsibilities before they are ready to handle them, you can prepare them to face future challenges with confidence. Your children need to feel secure at home and comfortable with the world around them. By giving them opportunities to explore, to try new things, and to experience success, you allow them to see the world as a nonthreatening place. You can give your children experiences at home that will encourage them to be sharing, responsible adults. Household chores are one way to learn the skills and behavior necessary for independent living.

Fill It In . . .

In simple day-to-day interactions, you can encourage or prevent your child from developing self-sufficiency. For example:

1. Do you show patience when your child cannot follow instructions? **Yes** ☐ **No** ☐
2. Do you explain to your children that someday they will be living away from you? **Yes** ☐ **No** ☐
3. Does your child have at least one chore to do at home? **Yes** ☐ **No** ☐
4. Do you recognize and praise your child for succeeding? **Yes** ☐ **No** ☐

If you answered "yes" to these questions, you may be well on your way to encouraging self-sufficiency in your children. If not, consider setting a goal for yourself and your children in this area. Imaging can help you get started.

Children of women who have returned to school can become more independent and take on more responsibility. Encouraging self-sufficiency in your children may make you feel you won't be needed anymore. The reality is they will need you in different ways – for direction, supervision, attention, and support. In time, they will gain self-confidence, and you will gain extra time and needed energy to meet the demands of school. Here's how you can begin.

DELEGATING RESPONSIBILITY

Successful home managers are usually good at delegating responsibility. A delegate is someone you ask to act on your behalf or to represent you. By delegating you can make use of all the resources available to you. In Unit 5 we talked about some instances of delegating by assigning chores to others.

When you are delegating responsibility to others, be sure that you give them specific instructions as well as an explanation of the task to be done. Thinking through the process step-by-step will help you to identify the information and tools necessary to do a good job. Also, consider the loopholes – those unexpected events that can or have happened. Ask for questions, to be sure your delegate understands the process. Although delegating responsibility may be more time consuming at first, once children understand the method and gain confidence, the rewards are greater for everyone.

Fill It In . . .
JOHN LEARNS HOW TO DO LAUNDRY

Situation #1:

You have decided it's time for your 12-year-old son John to wash his own laundry and the family towels. The two of you are standing in front of the laundry room amidst a pile of dirty clothes and linens. Explain to your son what he is to do.

After you have explained how to do the task, it is important that you provide direction and support for your child's accomplishment. Maintain a watchful eye over progress without standing over him or her. Talk to your child in an open and constructive manner when improvements are needed, but avoid constant advice. Use the guidelines for giving positive and negative feedback discussed in Unit 2.

Situation #2:

John has completed his first load of wash. He is about to put the clothes in the dryer, and he calls you to get instructions on operating the dryer. As you are explaining, you notice that his socks and collars look soiled. You are sure you explained how much detergent to use, but the clothes aren't clean. What do you say?

It's easy to say, *"John, let me just wash these for you."* But remember, you are teaching him to do laundry. Let trial and error prevail, but don't take back what you've already delegated. Offer

advice, suggestion, step-by-step demonstration, or whatever strategy works. As you experiment with this process, you will begin to focus more on the progress your child has made in completing a task and less on the end product.

ENCOURAGING SELF-SUFFICIENCY IN CHILDREN

Here's a list of some ways you can encourage helping behaviors and self-sufficiency in your children. Check the ones you use now. You can add some of your own ideas at the end of the list.

I try to:

Fill It In . . .

_____ **1.** Praise them for trying as much as succeeding.

_____ **2.** Let them experience the consequences of their own behavior (for example, if they don't do their laundry, they don't have clean clothes) rather than nagging them to do their chores.

_____ **3.** Stay calm when they fail at a task.

_____ **4.** Assign chores that build on their current level of ability.

_____ **5.** Establish a teamwork approach. Meet as a family to discuss chores and trade assigned tasks, especially the unpleasant ones.

_____ **6.** Identify the skills they will need to function as adults and point out those skills for them.

_____ **7.** Find ways to put a little fun in doing the chores (for example, when everybody's done, go for pizza).

_____ **8.** Make sure tasks are distributed appropriately for all family members except those under age two.

_____ **9.** _____

_____

_____ **10.** _____

_____

After you've completed your list, meet with two classmates. Discuss your experiences with promoting self-sufficiency in your children. What has and hasn't worked? Make sure you share any items you added to the list.

Discuss . . .

PROBLEM SOLVING TO INCREASE SELF-SUFFICIENCY

Here is a story about a single parent who needs to increase self-sufficiency within her family. What do you think she should do?

ROUENA'S ROUTINE

Rouena is a 29-year-old mother of three who has returned to school. Her two daughters, five and seven years old, attend elementary school. The bus will pick them up in the morning, but they are seldom ready. As a result, Rouena often takes them to school herself. This makes her late for her first class. The oldest child, a 12-year-old boy, attends school only five blocks away from their home.

The girls are responsible for picking up their toys and scraping the plates after dinner. Rouena's son supervises the girls after school three days a week until their mother gets home. He's supposed to make his bed and pick up his room, which he rarely does.

Beyond these assigned chores, Rouena has all of the responsibility: cooking, cleaning, laundry, grocery shopping, helping children with homework, maintaining a car, paying bills, and doing minor home repairs, as well as trying to spend some recreational time with her children.

Discuss . . . and Fill It In . . .

As a group, brainstorm steps this mother can take to encourage self-sufficiency in her children. Be specific. Include individual tasks for each child. After you've completed your brainstorming, answer these questions:

1. How difficult or easy was it for the group to come up with solutions?

2. What strategies can Rouena use to make these changes in the distribution of household tasks?

3. How do you think Rouena's children would respond to the strategies you proposed?

4. Suppose you wanted to make similar changes within your own family. Would it be easier or harder than what you propose for Rouena? Why?

F. Taking Time for Yourself

Perhaps the most difficult task for the single parent is to take time for herself. The demands of single parenthood are ever-present. There is never any time for you. Making time for yourself is a must if you want to maintain your pace and avoid being over-stressed. Keep in mind that parenting is only one area of your life that drains your energy. Parents who don't allow time for themselves turn normal stress into distress and cannot be successful.

For example, it is important for you to find a few minutes for yourself when you come home from school or work. There's a natural tendency for those at home to want your time and attention as soon as you walk in the door. You need a few minutes of transition time before you start fixing dinner or helping children with homework. Here are a few suggestions:

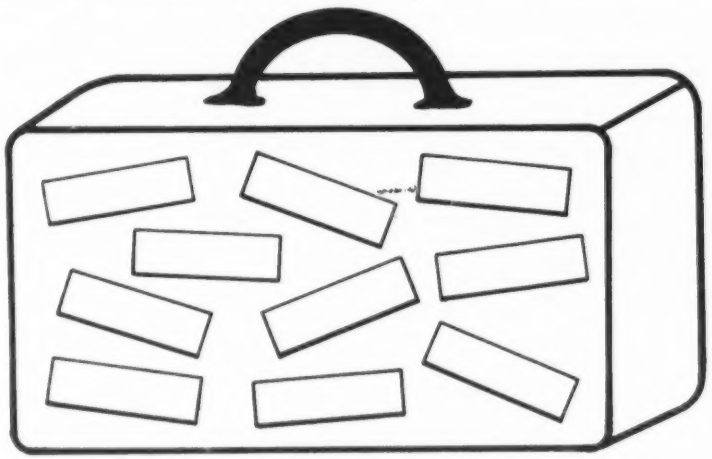
- Change into more comfortable clothes as soon as you get home, and take your time in changing.
- Have family members watch 30 minutes of the evening news while you relax and open your mail.
- Exercise for 30 minutes – either by yourself or with family members. This can include taking the baby for a walk in his/her stroller or riding a bicycle with your six year old.
- Have healthy snacks available for adults and children, so that you don't feel pressured to have dinner on the table right away.
- Take a 15-30 minute rest or nap.
- Combine getting home with exercise. If you use public transportation, get off one stop early and walk the rest of the way home.

Begin to see "time for yourself" as a valuable and necessary part of your role as parent. Reread the section in this workbook on using time more effectively (Unit 5) and follow some of the suggestions for setting aside time for yourself.

G. Putting Together a Survival Kit

In this unit you have looked at some of the challenges that both parents, especially single parents, may face. Now that you have explored some of the challenges, combine the strategies that meet them into a survival kit for yourself:

Fill It In . . .
CONTENTS OF MY SURVIVAL KIT



Complete the blanks to create your own survival statements. Then write your responses in the boxes above.

_____ *will pick up my child from school / day care in an emergency.*

_____ *is the person I can call for a small loan.*

_____ *always gives me useful advice.*

_____ *is an agency I can call on for help.*

_____ *is the least amount of money I need each day.*

_____ *is what will make me smile, no matter how difficult things seem.*

_____ *is a good role model for me as a parent.*

_____ *is what makes me special!*

_____

_____

_____

Add other essentials for your own individualized kit.

Rules for Unit 6

1. *You and your family are not alone. Identify and acknowledge your sources of support.*
2. *You'll feel more like a family if all family members learn how to take care of themselves and one another.*
3. *Being a single parent with a family is neither a tragedy nor a blessing. It is simply one of the various types of families common to our times.*

Unit 7
Getting What You Want and Need

A. What Is Networking?

The world you live in may feel very complex. The fast pace of our lives often requires developing new and different skills to get the goods and services we need.

As more women have come into the work force, they have used a technique called networking to find better jobs. They have used networking, for example, to develop contacts and job leads in male-dominated career fields. Therefore, you may think of networking as a term that applies strictly to the "business world."

However, networking involves skills that are useful in any setting. Consider the following definition: *Networking is people sharing ideas, resources, information, and support. Networking can take place between two people or in a group.*

Here is an example you might see in your school setting:

> *JoAnn, Carla, and John discover in the student lounge that they are all in the same Spanish class. JoAnn has two friends who just finished taking the course and purchased the $20.00 textbook. She offers to contact them to learn if they're interested in selling them. John has a Basic Math book someone could use and offers to bring it tomorrow. Lisa walks up and wonders what they're talking about. Carla quickly asks her what classes she's taking. And so on...*

Does this sound like networking to you?

Sometimes networks form without people thinking about them or planning them. As you think of everyday situations where networking might occur, you'll realize it is a tool you already use to meet many of your needs. Some of the reasons you network are to:

- Gain support for something you want to do
- Find information you need
- Develop new skills
- Promote services you can provide
- Get feedback that will help you improve your skills

Networking is a two-way process. You can find information for yourself, or you can provide information that others want.

Discuss . . .

Think of an example of networking that you see occurring every day. What kind of activities are going on? What are the people doing or saying? Did the network form by accident or was it planned? Share your thoughts with the group.

Next look at a definition of a network: *A network is a group of contacts, support persons, or friends who assist one another by sharing ideas, resources, and information.*

As you look at your life, you may find that you are already a member of one or more networks that help to satisfy your needs and to provide you with services. In the space below, write down two or three networks that you are already a part of.

Write It Down . . .
NETWORKS THAT I BELONG TO

_____

_____

_____

_____

Discuss . . .

Share your responses with the group.

In "Managing Alone" (Unit 6) we talked about personal support networks as being important to the success of single parents. For students, networking is also a way of finding the resources you need to be successful.

To make networking a successful strategy in any setting, you must follow some basic rules:

1. *Networking is a give and take. It's not a one-sided deal.*
2. *Make sure you and other members know what you want to gain from the network (information, child care resources, job leads).*
3. *Don't make promises to members that you cannot keep.*
4. *Work actively to keep your network going.*
5. *Let the group know when your needs change and you're no longer a part of the network.*

You will gain valuable experience from networking.

B. Using Networking To Be a Successful Student

Now that you have some definitions and rules, let's talk about ways that networking can be useful to you!

In the space that follows list at least six things you feel you need to be a successful student. They can be concrete things like money, books, or good child care; or they can be things you cannot see or touch like time, patience, or the ability to concentrate more.

Here's What I Need To Be A Good Student:

Write It Down . . .

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Select one item on your list. With a partner brainstorm ways to use networking to find resources. Now switch places, and choose an item from your partner's list.

Discuss . . .

When networking to find resources, don't limit yourself to people you know. When you meet someone new, introduce yourself and ask if they know.... It's a great way to start a conversation. You can also ask these people to ask their friends and so on.

Sometimes networking can take on the form of bartering. Bartering means to exchange goods without money. For example, you need quiet time to study. To get that time, you must find someone to take care of your child for a few hours. One solution is to create a network of two-hour sitters with other members of your class. Instead of paying one another, you *trade* services.

Bartering is not limited to trading the same service. One person in your network may be skilled at typing; another may be skilled at repairs. Develop a system to trade resources using the basic rules for networking.

As your individual needs change, so will your networking needs. Members of a network may come and go, but the friendships you develop can last a lifetime.

To actually see how networking can help you be a successful student, develop a network that will meet one need that the group has in common. The need might be a study group, child care, a used book exchange, or information on job leads. Your instructor will help you organize and maintain your network.

Activity . . .

C. Getting What You Want and Need from Agencies

Information about many skills and services can be found through friends and networks of people. However, sometimes the resources can be obtained only from an agency or organization. Often these large systems make you feel more like a number than a person. Getting what you want and need from such a group can be very frustrating. Perhaps you can't find the right person to talk with. Or that person doesn't return your phone calls. The hours the agency is open may conflict with your work or school hours.

Discuss . . .

Think of a time you had to contact an agency. Share your experience with the group. Discuss whether your experience was largely pleasant or unpleasant. If unpleasant, what made it so? Did you get what you wanted? Also, what were your feelings when you had to go back to that same agency?

GUIDELINES FOR CONTACTING AGENCIES

Knowing how to work successfully with an agency or organization is a basic life skill. Here are some guidelines to help you:

1. **When contacting an agency or organization, know what you want.**
   Many times people call an agency, and they really aren't clear about what they want. If you don't know what you want, it is unlikely that the agency will be able to help you. Other times people may know what they want, but are intimidated when talking to an agency representative. They get scared and they don't think clearly. One way to stay focused is to write down what you want before you dial the number.

2. **Be sure that what you want fits your goals.**
   Earlier we talked about making decisions consistent with your goals rather than making a decision simply to make a problem go away. Before contacting an agency, ask yourself if what you want will help you achieve your goals. If it will, then you're more likely to be clear about what you want and why you want it. And you're more likely to get what you want.

3. **When you visit the agency, be fully prepared.**
   Think how disappointing it would be to arrange for a sitter, take time off school or work, and then get to your meeting only to find that you didn't have the right documents. If you're not sure what paperwork you need to bring, find out before you go.

4. **Whenever possible, call beforehand and make an appointment rather than just showing up.**
   The agency person will see you as more responsible and prepared if you set up an appointment. If you're going to be a few minutes late or have an emergency that means you can't make it at all, call and let the person know.

5. **Anytime you call an agency or organization, make sure you get the name of the person you talked with.**
   If you need to call back, you'll know whom to ask for.

6. **When you go for your meeting, leave your children at home.**
   Even the best behaved and most mature children find sitting in an office pretty dull. They're likely to be restless and will require attention that you should focus on yourself and your meeting. Even if you have to barter babysitting, leave your children at home. You'll do a better job, and the agency will appreciate your consideration. If you absolutely have to take your children, bring something for them to play with while you're carrying out your business.

7. **Dress for a business setting.**
   Although it may be wrong, most of us form our first impressions of people based on the way they are dressed. If they are dressed appropriately, we're more likely to see them as competent adults. If they are dressed inappropriately, we're more likely to see them in a negative light. Dressing for success can literally lead you to success – getting what you want and need. Dressing for success doesn't require buying a new dress. Select a basic outfit and dress it up with a scarf or other accessory.

8. **If you will feel you'll be intimidated, take a friend along.**
   Meeting with agency representatives, especially if you don't know very much about the topic to be discussed, can be pretty scary. When we're scared, we often don't think as quickly and clearly as we need to. If you think you might be in that situation, take a family member or friend with you. You can be frank with the agency representative and say that you've brought your sister along because she's been through this before and will be helpful to you. Do not, however, take others – like your boyfriend – along just to have company. If someone comes with you, make sure you state why he or she is there.

9. **Assume that no one is as interested in your well-being as you are.**
   Although there are all kinds of people who can help you, no one has as much interest in your education, work, and family as you do. Therefore, you need to be your own advocate and look out for your own interests. That means you may have to call an agency representative back to make sure they've done what they said they would do. Always assume that you're responsible for follow-up.

On the following page is a story about Lucretia's visit to the school to discuss her son David's academic performance and behavior. Read the story and determine which of the guidelines for dealing with agency or organization representatives Lucretia violated.

LUCRETIA'S ENCOUNTER WITH EAST HILL ELEMENTARY SCHOOL

Lucretia McHenry worked part time and went to school two evenings a week. She was studying to be a paralegal. She was a single parent of two children: four-year-old Lucia and eight-year-old David. Lucretia had become increasingly concerned about David's performance in school. He was not getting good grades, and he was fighting with other children a lot. One afternoon when she wasn't working, Lucretia decided to visit the school principal to learn what was going on.

When Lucretia arrived at the school, an assembly was in progress. All of the children, teachers, and the principal were at this event. The secretary asked her to be seated, saying that she would have to wait. Lucretia had brought Lucia with her, and Lucia was very interested in the students' art work in the lobby and hallways. She kept running out, and Lucretia would have to go get her. After 30 minutes the assembly was over, and the principal returned. Five minutes later she invited Lucretia into her office.

Although Dr. Evans was pleasant, Lucretia could tell that she didn't have much time to spend with her. In fact, the principal indicated that she could talk for ten minutes at the most. Lucretia spoke with Dr. Evans in very general terms about David's performance and behavior in school. When the principal asked if Lucretia had talked with David's teacher, Lucretia said that she had not. At this point the principal could not be of much help except to suggest that David's teacher needed to be involved in the conversation. She said that she would try to set up an appointment for the same time the following week and would get back to Lucretia to confirm.

As the principal never called to confirm the appointment, Lucretia figured that she had not been able to set it up.

Fill It In . . .

Which of the guidelines for dealing with agency and organization representatives did Lucretia violate? Write them in the blanks below. What should she have done instead?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Activity . . .
MY NEXT STEPS

As a closing activity, plan a contact with an agency. Write what you have to do to prepare for the contact and what you want to happen. Your instructor will give your some guidance.

I will contact: _____

I want to accomplish: _____

_____

_____

I need to: _____

_____

_____

Rules for Unit 7

1. *Think of networking in its simplest form – getting information or services from people and providing them with information or services in return.*
2. *Your regular use of networking will help you get what you need to be a good student, a successful worker, and an effective parent.*
3. *Working effectively with agencies or organizations (schools, churches, medical facilities, social services, or governmental agencies) is a basic life skill for all adults. Being able to "work the system" is definitely to your advantage.*

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MASTER JUGGLER

This certifies that

has successfully completed

JUGGLING LESSONS

A course of study for
women who go to school,
work, and
care for their families

Principal	*Instructor*	*Date*
School	*Program*	